Budget Committee Meeting & Board Meeting – 5:30 pm
Wednesday, April 24, 2024

145 SE Salmon Drive, Redmond, OR

Virtual Access is Available:
https://zoom.us/j/97051102922

Budget Committee Members
Jill Adams
Timothy Benesh
Stephanie Hunter
Kevin Palmer
James Wood

Redmond School Board Members
Michael Summers, Chair
Liz Goodrich, Vice Chair
Keri Lopez
Alice DeWittie
Eric Lea

*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/97051102922
Times listed are an estimate only and may vary.

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

5:35 pm Election of Officers (Board Member Chair, Citizen Member Vice Chair)
Chair Summers

5:45 pm Approval of Budget Committee Minutes
Chair

5:50 pm 2024-25 Proposed Budget - Budget Message
Charan Cline

6:00 pm Presentation of the 2024-25 Budget Document and Budget Highlights
Kathy Steinert

6:30 pm Questions Regarding Budget Document

6:40 pm Adjourn

BOARD MEETING
6:50 pm Call to Order and Establish Quorum
Additions, Deletions or Questions Regarding the Agenda
Chair Summers

6:55 pm Citizen Comment
Chair Summers

7:05 pm Teacher Appreciation Week, May 6-10, 2024
Chair Summers

7:15 pm Action Item and Resolution 24:187 - A Resolution to Transfer Contingency in the General Fund
Kathy Steinert

7:25 pm Consent Agenda

- Financial Reports
- Board Meeting Minutes
- Personnel Reports
- Gifts to the District
- Policy Updates
  - EFA - Local Wellness Program - Required
  - GCBDA/GDBDA - Family Medical Leave - Highly Rec
  - GCPC/GDPC - Retirement of Employees - Optional
  - IGBHD - Program Exemptions - Highly Rec
  - LBE - Public Charter Schools - Highly Rec
  - LBEA - Resident Student Denial for Virtual Public Charter School Attendance - Required
- Letter to Legislators
7:35 pm  Superintendent & Board Updates

7:45 pm  Adjourn

The work session began at 5:30 pm.

2024-25 Budget Issues & Budget Preview - Kathy Steinert

Current K-12 Fiscal Context
The 2023-24 budget priority was to steer clear of the ESSER fiscal cliff. The largest allocation of federal COVID relief funds were the ESSER III funds, which for our district was almost $10 million, will expire September 30, 2024. Kathy explained the risks associated with enrollment declines, inflation, and labor scarcity and new hiring driving up recurring commitments. Our district has also added employees, while enrollment is declining, which is happening state-wide. This is mostly due to the increase of student needs.

Salaries
The REA 2023-25 Licensed Agreement includes:
- 6.5% COLA, eliminating the first two column, steps (3.5% increase) added for columns F, G, H and I, and a $900 annual increase in health insurance ($1,525/month)

2024-25 Includes:
- 4.75% COLA, additional step added to column I, $900 annual increase in health insurance ($1,600/month)

These changes make Redmond School District a bit more competitive in the region.

The OSEA 2023-25 Classified Agreement includes:
- 6.5% COLA, added step 8 at 2.5% increase over step 7, $900 annual increase in health insurance ($1,524/month)

2024-25 includes:
- 4.5% COLA, step increases for steps 1-7 at 5.0%, $900 annual increase in health insurance ($1,600/month)

Total compensation cost increases include: 2022-23 increase was 6.9%, 2023-24 increase was 12.3%, and projected 2024-25 increase at 10.0% (increase of $76,593,100).

Operating Grants
Last year ODE consolidated the application for several large grants with Integrated Guidance Grants. Student Investment Account and High School Success grants are two of the large Integrated Guidance Grants. They fund a number of people and programs for our district.

2024-25 General Fund Estimate
The 2024-25 fund estimate is showing a deficit of approximately $4.9 million (-5.4%), this is mainly due to the increase of salary/payroll/benefits costs. There are more estimates that the district will receive from ODE that may change the SSF revenue.
Oregon’s Economic and Revenue Forecast
General Fund revenues are slowing as expected and will slow further as the record kicker credit is realized during the upcoming tax filing season. Revenue growth is expected to return to trend in 2025-27.

Long Range Budget Financial Challenges
- Negotiations with REA and OSEA for 2025-26
- District Employer PERS Rates for 2025-27 Biennium are forecasted to increase by 4 percentage points due to negative investment returns as of Dec 31, 2022
- 2,200 Chromebook replacement in 2025-26 at an estimated cost of $880,000
- Rationalizing and funding the number of existing schools in the face of enrollment declines

Long Range Budget Financial Opportunities
- Dedicated funding through the Early Literacy Success Initiative (2023 HB 3198)
- Potential Summer Learning Funding (HB 4082 in current session)
- Successful push for Quality Education Model (QEM) funding

2024-25 Budget Next Steps
- ODE releases SSF and IG Grant Allocation Estimates
- 2023-24 Projection and 2024-25 Budget Development
- April 24 - First Budget Committee Meeting (balanced budget will be presented)
- May 8 - Second Budget Committee Meeting

Work Session adjourned at 7:26 pm.

This meeting was followed by a Special Board Meeting from 7:29 pm - 7:34 pm.

_____________________________
Budget Committee, Chair

_____________________________
Gina Blanchette, Executive Assistant
**Teacher Appreciation Week**

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country’s future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE, BE IT RESOLVED that the Redmond School District Board of Directors proclaims May 6-10, 2024 to be TEACHER APPRECIATION WEEK; and

BE IT FURTHER RESOLVED that the Redmond School District Board of Directors strongly encourages all members of our community to join with it in personally expressing appreciation to our teachers for their dedication and devotion to their work.

Adopted this 24th day of April 2024.

___________________________
Michael Summers, Chair

Redmond School District Board of Directors
**ACTION ITEM:** Resolution 24:187 – A Resolution to Transfer Contingency in the General Fund

**Presenter:** Kathy Steinert  
**Date:** April 24, 2024

**Introduction to Action Item:**

To comply with local budgeting law, the School Board must take action to adopt a resolution to transfer General Fund appropriations from contingency to “Transfers” in order to account for the interfund loan to the Bus Replacement Fund on a budgetary basis.

**Background Information:**

On December 13, 2023, the School Board adopted Resolution 23:185 authorizing a $1.4 million 5-year interfund capital loan from the General Fund to the Bus Replacement Fund, a sub-fund of the Asset Replacement Fund. 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. In order to avoid a “negative resource” in the 2024-25 Bus Replacement Fund budget, the General Fund must affect an interfund transfer to the Bus Replacement Fund in the amount of the loan less the 2023-24 principal payment – $1,269,900.

The appropriation for “Transfers” in the General Fund must be increased from $636,000 to $1,905,900. Local budgeting law (ORS 294.463 (2)) allows for the transfer of contingency to an existing appropriation within a fund up to a limit of 15 percent of the total appropriation of the fund.

On the budgetary basis of accounting, in 2023-24, the effects of the interfund loan will result in an expenditure (interfund transfer out) of the General Fund and a revenue (interfund transfer in) of the Bus Replacement Fund. In the District’s Annual Comprehensive Financial Report (ACFR), the financial statements are presented in accordance with Generally Accepted Accounting Principles (GAAP). On a GAAP basis, the interfund loan will be reported on the 2023-24 Governmental Funds Balance Sheet as a loan receivable (General Fund) and loan payable (Bus Replacement Fund). The interfund loan does not affect the Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balance. The difference between the budget basis and GAAP basis of accounting will be presented on the Schedule of Revenues, Expenditures and Changes in Fund Balance, Budget to Actual – General Fund, in the District’s 2023-24 ACFR.

**Administration Recommendation:**

Administration recommends that the Board adopt Resolution 24:187 to transfer contingency in the General Fund in the amount of $1,269,900 to the “Transfers” appropriation in order to account for the interfund capital loan to the Bus Replacement Fund on a budgetary basis of accounting.

**Recommended Motions:**

I move that the Board of Directors of the Redmond School District adopt Resolution 24:187 to transfer contingency in the General Fund in the amount of $1,269,900 to the “Transfers” appropriation.
WHEREAS, the expenditure of funds for “Transfers” in the General Fund will be greater than anticipated at the time the FY 2023-24 budget was adopted due to the School Board’s authorization of an interfund capital loan to the Bus Replacement Fund, a sub-fund of the Asset Replacement Special Revenue Fund (Resolution 23:185); and,

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

BE IT RESOLVED, that the following contingency transfer in the FY 2024-25 budget is required to provide for the expenditure of funds not anticipated at the time the budget was adopted and are hereby approved.

**General Fund**

Appropriation Transfer:

<table>
<thead>
<tr>
<th>Transfers</th>
<th>$1,269,900</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingency</td>
<td>($1,269,900)</td>
</tr>
</tbody>
</table>

The above resolution statement was approved and declared adopted on the 24th day of April, 2024.

______________________________  _____________________
Michael Summers, Chair                    Date

Redmond School District Board of Directors
Date: April 19, 2024  
To: Redmond School District Board and Finance Committee  
From: Kathy Steinert, Director of Fiscal Services  
Subject: Financial Reports for March 2024

General Fund Revenues

Year-to-date revenues through March 31, 2024 are $78,457,821 or 88.1% of budget. On a percentage of budget basis, this is on par with the 2022-23 year-to-date revenues which were 88.2% of budget. Year-to-date revenues are higher than the prior year by $5,538,852, or 7.6%, primarily due to an increase in year-to-date Formula Revenue of $4,876,357, or 6.9%. Total year-to-date Formula Revenue of $75,708,216 is 87.6% of budget versus prior year-to-date Formula Revenue which was 88.2% 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.
Year-to-date expenditures through March 31, 2024 are $58,893,390 or 58.4% of budget. On a percentage of budget basis, that is similar to the year-to-date expenditures in 2022-23 which were 58.3% of budget.

Compensation-related costs increased by $4,394,405, or 11.0%, 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 $2,833,390, or 10.6%, higher than 2022-23. Year-to-date related payroll costs are $1,561,015, or 11.9%, higher than 2022-23.

Purchased Services costs have increased by $792,723, or 7.3%, compared to 2022-23. Charter School Payments have increased by $213,710, or 3.1%. Other Tuition costs have increased by $143,949, or 24.3%, due to a change in the billing methodology for RSDFlex tuition, an increase in RSDFlex enrollment and tuition payments to Sisters SD for Redmond students attending YouthBuild's educational program. Other General and Professional Services costs have increased by $163,029 due to a higher Spring MAC Survey Match payment than the prior year. Utilities costs have stayed flat largely due to decreases in heating fuel costs, primarily propane, offsetting increases in electricity and water.

Supplies and Materials expenditures have decreased by $237,956, or 11.2%, compared to 2022-23. Computer Hardware costs are lower than the prior year by $165,774 due to prior year computer refresh for high school computer labs. Non-consumable Items are $73,072 lower than the prior year primarily due to fewer school furniture purchases in 2023-24.
Redmond School District  
FY 2023-24 Year-to-Date Actual versus Budget through March 31, 2024  
General Fund - Revenues  
April 24, 2024 School Board Meeting

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Annual Budget</th>
<th>Actual Revenue</th>
<th>% Collected</th>
<th>Revenue Budget Not Received</th>
<th>% Not Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Balance</td>
<td>$ 10,639,900</td>
<td>$ 10,799,779</td>
<td>102%</td>
<td>$ 753,841</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Sources</td>
<td>$ 32,332,800</td>
<td>$ 31,578,959</td>
<td>98%</td>
<td>$ 753,841</td>
<td>2%</td>
</tr>
<tr>
<td>Intergovernmental</td>
<td>$ 621,000</td>
<td>$ 345,726</td>
<td>56%</td>
<td>$ 275,274</td>
<td>44%</td>
</tr>
<tr>
<td>State Sources</td>
<td>$ 49,299,100</td>
<td>$ 40,624,327</td>
<td>82%</td>
<td>$ 8,674,773</td>
<td>18%</td>
</tr>
<tr>
<td>Federal Sources</td>
<td>$ 23,200</td>
<td>$ 18,819</td>
<td>81%</td>
<td>$ 4,381</td>
<td>19%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>$ 359,700</td>
<td>$ 351,138</td>
<td>98%</td>
<td>$ 8,562</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total Revenues:</strong></td>
<td>$ 82,635,800</td>
<td>$ 72,918,968</td>
<td>88%</td>
<td>$ 9,716,832</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total Resources:</strong></td>
<td>$ 93,275,700</td>
<td>$ 83,718,747</td>
<td>90%</td>
<td>$ 9,556,953</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Annual Budget</th>
<th>Actual Revenue</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>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Sources</td>
<td>$ 34,406,100</td>
<td>$ 33,986,327</td>
<td>99%</td>
<td>$ 419,773</td>
<td>1%</td>
</tr>
<tr>
<td>Intergovernmental</td>
<td>$ 795,100</td>
<td>$ 190,604</td>
<td>24%</td>
<td>$ 604,496</td>
<td>76%</td>
</tr>
<tr>
<td>State Sources</td>
<td>$ 53,717,100</td>
<td>$ 44,158,123</td>
<td>82%</td>
<td>$ 9,558,977</td>
<td>18%</td>
</tr>
<tr>
<td>Federal Sources</td>
<td>$ 95,600</td>
<td>$ 122,767</td>
<td>128%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Sources</td>
<td>$ 4,500</td>
<td>$ -</td>
<td>0%</td>
<td>$ 4,500</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Revenues:</strong></td>
<td>$ 89,018,400</td>
<td>$ 78,457,821</td>
<td>88%</td>
<td>$ 10,560,579</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total Resources:</strong></td>
<td>$ 100,930,400</td>
<td>$ 91,284,014</td>
<td>90%</td>
<td>$ 9,646,386</td>
<td>10%</td>
</tr>
<tr>
<td>Expenditures by Object:</td>
<td>Annual Expenditure Budget</td>
<td>Actual Expenditure</td>
<td>% Expended</td>
<td>Remaining Balance</td>
<td>% Remaining</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------</td>
<td>-------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Salaries</td>
<td>$ 44,680,100</td>
<td>$ 26,749,072</td>
<td>60%</td>
<td>$ 17,931,028</td>
<td>40%</td>
</tr>
<tr>
<td>Associated Payroll Costs</td>
<td>$ 22,655,000</td>
<td>$ 13,078,022</td>
<td>58%</td>
<td>$ 9,576,978</td>
<td>42%</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$ 14,507,400</td>
<td>$ 10,797,271</td>
<td>74%</td>
<td>$ 3,710,129</td>
<td>26%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$ 4,348,700</td>
<td>$ 2,126,997</td>
<td>49%</td>
<td>$ 2,221,704</td>
<td>51%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$ 404,600</td>
<td>$ 367,594</td>
<td>91%</td>
<td>$ 37,006</td>
<td>9%</td>
</tr>
<tr>
<td>Other Objects</td>
<td>$ 654,100</td>
<td>$ 576,233</td>
<td>88%</td>
<td>$ 77,867</td>
<td>12%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$ 710,000</td>
<td>$ 700,017</td>
<td>99%</td>
<td>$ 9,983</td>
<td>1%</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>$ 54,395,205</strong></td>
<td><strong>58%</strong></td>
<td><strong>$ 38,880,495</strong></td>
<td><strong>42%</strong></td>
</tr>
</tbody>
</table>

<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>$ 48,862,200</td>
<td>$ 29,582,462</td>
<td>61%</td>
<td>$ 19,279,738</td>
<td>39%</td>
</tr>
<tr>
<td>Associated Payroll Costs</td>
<td>$ 24,809,200</td>
<td>$ 14,639,037</td>
<td>59%</td>
<td>$ 10,170,163</td>
<td>41%</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$ 14,963,300</td>
<td>$ 11,589,994</td>
<td>77%</td>
<td>$ 3,373,306</td>
<td>23%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$ 2,965,900</td>
<td>$ 1,889,040</td>
<td>64%</td>
<td>$ 1,076,860</td>
<td>36%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$ 114,400</td>
<td>$ 12,159</td>
<td>11%</td>
<td>$ 102,241</td>
<td>89%</td>
</tr>
<tr>
<td>Other Objects</td>
<td>$ 569,800</td>
<td>$ 545,698</td>
<td>96%</td>
<td>$ 24,102</td>
<td>4%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$ 636,000</td>
<td>$ 635,000</td>
<td>100%</td>
<td>$ 1,000</td>
<td>0%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 8,009,600</td>
<td>$ -</td>
<td>0%</td>
<td>$ 8,009,600</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$ 100,930,400</strong></td>
<td><strong>$ 58,893,390</strong></td>
<td><strong>58%</strong></td>
<td><strong>$ 42,037,010</strong></td>
<td><strong>42%</strong></td>
</tr>
</tbody>
</table>
## Appropriations vs. YTD March 31, 2024 Expenditures

### General Fund

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Actual Expenditures</th>
<th>Expenditures Under (Over)</th>
<th>% to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$55,209,700</td>
<td>$34,191,770</td>
<td>$21,017,930</td>
<td>61.9%</td>
</tr>
<tr>
<td>Support Services</td>
<td>$36,633,900</td>
<td>$23,651,044</td>
<td>$12,982,856</td>
<td>64.6%</td>
</tr>
<tr>
<td>Enterprise and Community Services</td>
<td>$53,100</td>
<td>$33,075</td>
<td>$20,025</td>
<td>62.3%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$388,100</td>
<td>$382,501</td>
<td>$5,599</td>
<td>98.6%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$636,000</td>
<td>$635,000</td>
<td>$1,000</td>
<td>99.8%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$8,009,600</td>
<td>-</td>
<td>$8,009,600</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total General Fund</strong></td>
<td>$100,930,400</td>
<td>$58,893,390</td>
<td>$42,037,010</td>
<td>58.4%</td>
</tr>
</tbody>
</table>

### Debt Service Fund

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Actual Expenditures</th>
<th>Expenditures Under (Over)</th>
<th>% to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debt Service</td>
<td>$22,660,900</td>
<td>$2,187,900</td>
<td>$20,473,000</td>
<td>9.7%</td>
</tr>
<tr>
<td>PERS UAL Bond Lump Sum Payment to PERS</td>
<td>$2,000,000</td>
<td>-</td>
<td>$2,000,000</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total Debt Service Fund</strong></td>
<td>$24,660,900</td>
<td>$2,187,900</td>
<td>$22,473,000</td>
<td>8.9%</td>
</tr>
</tbody>
</table>

### Capital Projects Fund

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Actual Expenditures</th>
<th>Expenditures Under (Over)</th>
<th>% to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Acquisition and Construction Services</td>
<td>$15,861,600</td>
<td>$3,591,075</td>
<td>$12,270,525</td>
<td>22.6%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$3,345,500</td>
<td>-</td>
<td>$3,345,500</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total Capital Projects Fund</strong></td>
<td>$19,207,100</td>
<td>$3,591,075</td>
<td>$15,616,025</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

### Special Revenue Funds

#### Nutrition Service

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Actual Expenditures</th>
<th>Expenditures Under (Over)</th>
<th>% to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition Services</td>
<td>$3,731,500</td>
<td>$1,834,074</td>
<td>$1,897,426</td>
<td>49.2%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$857,700</td>
<td>-</td>
<td>$857,700</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total Nutrition Service</strong></td>
<td>$4,589,200</td>
<td>$1,834,074</td>
<td>$2,755,126</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

### Asset Replacement Funds

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Actual Expenditures</th>
<th>Expenditures Under (Over)</th>
<th>% to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Services</td>
<td>$2,454,100</td>
<td>$1,731,597</td>
<td>$722,503</td>
<td>70.6%</td>
</tr>
<tr>
<td>Facilities Acquisition and Construction Services</td>
<td>$38,400</td>
<td>$15,348</td>
<td>$23,052</td>
<td>40.0%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$548,900</td>
<td>$246,511</td>
<td>$302,389</td>
<td>44.9%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$935,100</td>
<td>-</td>
<td>$935,100</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total Asset Replacement</strong></td>
<td>$3,976,500</td>
<td>$1,993,456</td>
<td>$1,983,044</td>
<td>50.1%</td>
</tr>
</tbody>
</table>

### Grant Programs

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Actual Expenditures</th>
<th>Expenditures Under (Over)</th>
<th>% to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$8,947,600</td>
<td>$5,042,253</td>
<td>$3,905,347</td>
<td>56.4%</td>
</tr>
<tr>
<td>Support Services</td>
<td>$6,887,000</td>
<td>$3,746,065</td>
<td>$3,140,935</td>
<td>54.4%</td>
</tr>
<tr>
<td>Community Services</td>
<td>$298,200</td>
<td>$84,744</td>
<td>$213,456</td>
<td>28.4%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$1,000</td>
<td>-</td>
<td>$1,000</td>
<td>0.0%</td>
</tr>
<tr>
<td>Apportionment of Funds by LEA</td>
<td>$1,280,500</td>
<td>$637,690</td>
<td>$642,810</td>
<td>49.8%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$132,800</td>
<td>-</td>
<td>$132,800</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total Grant Programs</strong></td>
<td>$17,547,100</td>
<td>$9,510,752</td>
<td>$8,036,348</td>
<td>54.2%</td>
</tr>
</tbody>
</table>

### Fee Supported Funds

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Actual Expenditures</th>
<th>Expenditures Under (Over)</th>
<th>% to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$1,748,400</td>
<td>$997,820</td>
<td>$750,580</td>
<td>57.1%</td>
</tr>
<tr>
<td>Support Services</td>
<td>$244,100</td>
<td>$153,554</td>
<td>$90,546</td>
<td>62.9%</td>
</tr>
<tr>
<td>Enterprise Community Services</td>
<td>$810,700</td>
<td>$494,356</td>
<td>$316,344</td>
<td>61.0%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$1,176,500</td>
<td>$578,378</td>
<td>$598,122</td>
<td>49.2%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$1,591,900</td>
<td>-</td>
<td>$1,591,900</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total Fee Supported Programs</strong></td>
<td>$5,571,600</td>
<td>$2,224,108</td>
<td>$3,347,492</td>
<td>39.9%</td>
</tr>
</tbody>
</table>
Redmond School District  
FY 2023-24 Appropriations vs. YTD March 31, 2024 Expenditures  
April 24, 2024 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>Insurance Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>$1,162,000</td>
<td>$1,011,974</td>
<td>$150,026</td>
<td>87.1%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$22,000</td>
<td>$22,000</td>
<td>$</td>
<td>100.0%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$581,600</td>
<td>$</td>
<td>$581,600</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total Insurance Fund</strong></td>
<td>$1,765,600</td>
<td>$1,033,974</td>
<td>$731,626</td>
<td>58.6%</td>
</tr>
<tr>
<td><strong>TOTAL APPROPRIATIONS</strong></td>
<td>$178,248,400</td>
<td>$81,268,728</td>
<td>$96,979,672</td>
<td>45.6%</td>
</tr>
<tr>
<td>Plus: Unappropriated Balance *</td>
<td>$88,700</td>
<td>$</td>
<td>$88,700</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTAL ALL FUNDS</strong></td>
<td>$178,337,100</td>
<td>$81,268,728</td>
<td>$97,068,372</td>
<td>45.6%</td>
</tr>
<tr>
<td><strong>TOTAL ALL FUNDS LESS CONTINGENCY AND UNAPPROPRIATED BALANCE</strong></td>
<td>$160,794,200</td>
<td>$81,268,728</td>
<td>$79,525,472</td>
<td>50.5%</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 April 19, 2024  
General Fund - Operations

#### Revenues:

<table>
<thead>
<tr>
<th></th>
<th>Adopted Working Budget</th>
<th>Annual Projection - April 19, 2024</th>
<th>Favorable / (Unfavorable) Budget Variance</th>
<th>Prior Projection Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formula Revenue:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Revenue</td>
<td>$32,574,400</td>
<td>$32,508,400</td>
<td>$(66,000) -0.2%</td>
<td>$(137,700) -0.4%</td>
</tr>
<tr>
<td>Common School Fund</td>
<td>$958,900</td>
<td>$919,700</td>
<td>$(39,200) -4.1%</td>
<td>$(39,200) -4.1%</td>
</tr>
<tr>
<td>County School Fund</td>
<td>$100,000</td>
<td>$97,000</td>
<td>$(3,000) -3.0%</td>
<td>-</td>
</tr>
<tr>
<td>State School Fund</td>
<td>$52,750,200</td>
<td>$53,116,700</td>
<td>$366,500 0.7%</td>
<td>$843,300 1.6%</td>
</tr>
<tr>
<td><strong>Total Formula Revenue</strong></td>
<td>$86,383,500</td>
<td>$86,641,800</td>
<td>$258,300 0.3%</td>
<td>$666,400 0.8%</td>
</tr>
<tr>
<td>Earnings on Investments</td>
<td>$742,200</td>
<td>$1,349,400</td>
<td>$607,200 81.8%</td>
<td>$607,200 81.8%</td>
</tr>
<tr>
<td>Local Sources - Other</td>
<td>$1,892,700</td>
<td>$2,093,500</td>
<td>$200,800 10.6%</td>
<td>$144,300 7.4%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$89,018,400</td>
<td>$90,084,700</td>
<td>$1,066,300 1.2%</td>
<td>$1,417,900 1.6%</td>
</tr>
</tbody>
</table>

#### Expenditures:

**Salaries, Payroll Costs and Benefits:**

|                      |                      |                                    |                                          |                            |
|----------------------|----------------------|------------------------------------|                                          |                            |
| Salaries:            |                      |                                    |                                          |                            |
| Certified            | $28,156,600          | $27,610,800                        | $545,800 1.9%                         | $305,500 1.1%              |
| Classified           | $12,863,700          | $12,208,100                        | $655,600 5.1%                         | $172,200 1.4%              |
| Administrators and supervisors | $5,576,200 | $5,576,800                        | $(600) 0.0%                           | $200 0.0%                  |
| All other salaries   | $2,265,700           | $2,313,700                        | $(48,000) -2.1%                       | $(12,400) -0.5%            |
| **Total Salaries**   | $48,862,200          | $47,709,400                        | $1,152,800 2.4%                       | $465,500 1.0%              |
| Payroll Costs and Benefits: |        |                                    |                                          |                            |
| PERS                 | $10,682,500          | $9,985,500                        | $697,000 6.5%                         | $195,200 1.9%              |
| Medical Insurance    | $9,665,900           | $9,286,800                        | $379,100 3.9%                         | $218,400 2.3%              |
| Payroll Taxes        | $4,335,100           | $4,195,100                        | $140,000 3.2%                         | $73,400 1.7%               |
| Other PR Costs & Benefits | $125,700         | $124,500                           | $1,200 1.0%                           | $1,200 1.0%                |
| **Total Payroll Costs and Benefits** | $24,809,200        | $23,591,900                        | $1,217,300 4.9%                       | $488,200 2.0%              |
| **Total Salaries, Payroll Costs and Benefits** | $73,671,400        | $71,301,300                        | $2,370,100 3.2%                       | $953,700 1.3%              |
| Purchased Services   | $14,963,300          | $15,656,500                        | $(693,200) -4.6%                      | $(315,500) -2.1%           |
| Consumable Supplies and Materials | $2,965,900     | $2,831,200                        | $134,700 4.0%                         | $117,900 4.0%              |
| Capital Outlay       | $114,400             | $114,300                           | $100 0.1%                             | $(6,900) -6.4%             |
| Other Objects        | $569,800             | $605,400                           | $(35,600) -6.2%                       | $(23,000) -3.9%            |
| Transfers            | $636,000             | $1,904,900                         | $(1,268,900) -199.5%                  | $(1,274,900) -202.4%       |
| **GAAP Adjustment**  | -                    | $(1,269,900)                       | $1,269,900                            |                           |
| **Total Non-Salary & APC Expenditures** | $19,249,400        | $19,842,400                        | $(593,000) -3.1%                      | $(232,500) -1.2%           |
| **Total Expenditures** | $92,920,800        | $91,143,700                        | $1,777,100 1.9%                       | $721,200 0.8%              |

**Beginning Fund Balance** | $11,912,000 | $12,826,200 | $914,200 7.7% | - |

**Net Operating Surplus / (Deficit)** | (3,902,400) | (1,059,000) | $2,843,400 72.9% | $2,139,100 -66.9% |

**Projected Ending Fund Balance** | $8,009,600 | $11,767,200 | $3,757,600 46.9% | $2,139,100 22.2% |

**Total Ending Fund Balance as a % of Revenue** | 9.0% | 13.1% |

Prepared April 18, 2024
## SUMMARY OF INVESTMENT HOLDINGS

### March 31, 2024

<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>1,300,000.00</td>
<td>313384WY1</td>
<td>5.248%</td>
<td>Federal Home Loan Discount Note</td>
<td>5/17/2024</td>
<td>$1,266,760</td>
<td>0.9928</td>
<td>$1,290,575</td>
<td>$23,815</td>
<td>-</td>
<td>-</td>
<td>9.38%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total U.S. Government Agencies</td>
<td></td>
<td>$1,266,760</td>
<td>$1,290,575</td>
<td>$23,815</td>
<td></td>
<td>-</td>
<td>-</td>
<td>9.38%</td>
</tr>
<tr>
<td>2,590,000.00</td>
<td>912796ZW2</td>
<td>5.110%</td>
<td>U.S. Treasury Bills</td>
<td>6/20/2024</td>
<td>$2,527,539</td>
<td>0.9884</td>
<td>$2,559,976</td>
<td>$32,437</td>
<td>-</td>
<td>-</td>
<td>18.60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total U.S. Government Agency Securities</td>
<td></td>
<td>$2,527,539</td>
<td>$2,559,976</td>
<td>$32,437</td>
<td></td>
<td>-</td>
<td>-</td>
<td>18.60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Realized Gain on Matured Investments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$369,236</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total Investments held with Zion Bank</td>
<td>$3,794,299</td>
<td>$3,850,551</td>
<td>$56,252</td>
<td>$369,236</td>
<td></td>
<td></td>
<td></td>
<td>27.98%</td>
</tr>
<tr>
<td>0.45% - 5.2%</td>
<td>LGIP - 2021 GO Bonds Investment</td>
<td>$8,787,984</td>
<td>$8,787,984</td>
<td>$537,984</td>
<td>$369,236</td>
<td>$1,074,658</td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.25% - 5.2%</td>
<td>Pooled - LGIP and First Interstate Bank</td>
<td>$1,123,813</td>
<td>$1,123,813</td>
<td>$111,186</td>
<td>TBD (2)</td>
<td>$1,018,406</td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Series 2021 GO Bond Proceeds Investment Holdings**

**Total Series 2021 GO Bond Proceeds Investments**

(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.
Redmond School District
Board Meeting
March 20, 2024

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 5:30 pm and a quorum was established.

Student Showcase
M.A. Lynch students shared their multi step projects which included sphero tours of three national parks.

Citizen Comment
Donna Abelein, Citizen - Shared views about DEI.
April Elliott Polzel, Parent - Concerned with the treatment of students by OHSET.
Jessica Meyer, Redmond Fire & Rescue - Recommends voting no on granting the Redmond Landing tax exemption.

HMK - Sole Source Procurement - Chad Franke
HMK is requesting an exemption from the competitive bidding requirements for sole source procurement of goods and services for Alerton controls systems, for HVAC automated control systems, in an estimated amount of $2,500,000.

There was no public comment submitted.

Acting as the Local Contract Review Board for the District:
Director Lea moved to approve the sole source procurement for the Alerton controls systems. Director Lopez seconded the motion. Motion carried, 5-0.

2024 Bond Polling Results - Jeremy Wright
In preparation for a 2024 Bond, a community poll was conducted February 18-22, 2024. The polling company reached 400 likely voters in the Redmond School District using a voter file sample of registered voters. The bond is designed to increase safety and security, repair and update schools. In the initial ask if the responders would vote yes or no on a bond measure, 50% yes, 38% no, 13% undecided. After clarifying that the bond will not increase taxes, the results were 56% yes, 36% no, 8% undecided. They also asked that if Redmond High School must be closed down for a year to make necessary repairs to the HVAC piping, which would you prefer, consolidating the high schools or house students in temporary portable classrooms? 69% preferred the proposed merger of the high schools, and 18% preferred housing the students in temporary portable classrooms until repairs were completed. In general, the responders strongly favored bond projects that address modernizing facilities and advancing educational programs and CTE opportunities. At the end of the survey, they asked again if they would vote yes or no on a bond measure, 60% yes, 36% no, 4% undecided. The District will be conducting listening sessions with staff and community members.

2024-2025 School Calendar
Director Lopez moved to approve the calendar as presented. Vice Chair Goodrich seconded the motion. Motion carried, 5-0.
Property Tax Exemption for VBT Redmond Landing LP
Redmond Landing is a proposed 156 unit low income housing project and they applied for a tax exemption, as they meet the requirements. The housing would be exclusively reserved for households equal to or less than 60% of area median income. The City of Redmond approved a tax exemption. If the Redmond School District approves the tax exemption, the combined exempted taxes of those two taxing districts will exceed the 51% of all property taxes imposed on Redmond Landing. This would be a tax exemption for 20 years. It is difficult to calculate the financial impact on the District. Local revenues are part of the State Formula Revenue calculation and are "equalized" at the state level based on ADMw. The tax exemptions granted by many school districts throughout the state impact the revenues from the State/ODE that all districts receive. However, the impact is not direct. Redmond Landing would set aside a number of units for Redmond School District employees. They cannot give preference to all units, but they can set aside a number of them. Set-asides are usually tied to percentage of overall units, and 10% or 20% are commonly used set-aside amounts. That would be about 15 or 30 units respectively.

Director Page moved to approve the property tax exemption for Redmond Landing. Vice Chair Goodrich seconded the motion. Motion carried, 3-2. Directors Lea and Lopez voted no.

Executive Limitations
Director Lea moved to approve Executive Limitation #3 - Treatment of Students, Families & Community and Executive Limitation #4 - Financial Planning & Administration as presented. Director Lopez seconded the motion. Motion carried, 5-0.

Policy Updates - 1st Reading
EFA - Local Wellness Program - Required
GCBD/GDBDA - Family Medical Leave - Highly Rec
GCPC/GDPC - Retirement of Employees - Optional
IGBHD - Program Exemptions - Highly Rec
LBE - Public Charter Schools - Highly Rec
LBEA - Resident Student Denial for Virtual Public Charter School Attendance - Required

All policies were reviewed and ready for 2nd reading at the next meeting.

Consent Agenda
Vice Chair Goodrich moved to accept the Consent Agenda as presented. Chair Summers seconded the motion. Motion carried, 5-0.

Superintendent & Board Updates
The Board and Superintendent shared their updates since the last meeting, no Board actions were taken.

Vice Chair Goodrich moved to adjourn the meeting at 8:11 pm. Chair Summers seconded the motion. Motion carried, 5-0.

______________________________
Michael Summers, Chair

______________________________
Gina Blanchette, Executive Assistant
Michael Summers called the work session to order at 5:30 pm.

Friends of the Children - Rachel Cardwell

Friends of the Children is a 30 year old national organization and has been in Redmond for over six years. Their goal is to break generational cycles of poverty by leveraging relationships between long term professional mentors and children who are facing the greatest obstacles. The mentors are employed by Friends of the Children and maintain a roster of eight children. They spend four hours a week, 1:1, with each child on their roster. The intent is to have a mentor for the child from kindergarten through 12th grade. Currently they are serving 11 youth in the Redmond School District.

Superintendent Goal Report - District Scorecard Annual Goal Progress Update

District administrators updated the Board on each of the scorecard pillars:

- Pillar 1: Student Achievement/Thriving and Successful Students
  - K-5 Reading: Grades K-5 will meet 80% median progress toward stretch growth by the end of the academic year as measured by the Spring iReady Reading Diagnostic.
    - Halfway through the school year, students are at or above 40% median progress, on track to meet the 80% goal
  - High School Readiness: Increase the % of students in grades 6-8 with a 3.0 or greater GPA and 90% or greater regular attendance from 39% to 45%.
    - 2022-23 School year = 39%, 2023-24 school year (end of Tri 2) = 42.3%
  - 9th Grade On-Track to Graduate: Increase 9th grade on-track rate to above 88% in the 2023-24 school year.
    - 2022-23 School year = 87%, 2023-24 school year (end of Tri 2) = 88.3%
  - On Time Graduation: Increase 4-year cohort graduation to 88.9% for the graduating class of 2024
    - 2022-23 School year = 87.3%, focusing on re-engaging dropouts, CTE and attendance

- Pillar 2: Caring and Supportive Community
  - Positive Student Experience: Improve respect and rapport among students as measured by increase in the mean score on the annual district wide Student Satisfaction survey from 2.91 to 3.11.
    - Focusing on Character Strong as well as school-based kindness, respect, rapport campaigns
    - Survey follow-up in Spring 2024
  - Supportive Interventions: Increase the % of students completing support services associated with substance use (UpShift data) from 78.6% to 85%.
    - 59 Students were given the opportunity to participate in UpShift, 41 have completed the curriculum
    - As of April 1, 2024, 87.2% of students have completed
  - Attendance: Increase the # of students with Regular Attendance (90% or better) from 59% to 62%.
Currently at 64.2% Regular Attendance

- Communication: Increase transparency and improve awareness for community and staff of district and school operations, goals, events and stories as measured by ParentSquare satisfaction survey (target 75% of parents feeling Well to Very Well Informed).
  - October 2023 - Well Informed-41.6%, Very Well Informed-29.4%
  - April 2024 - Well Informed-42.8%, Very Well Informed-34.1%

### Pillar 3: Our People

- High-Functioning Teams: Strengthen and build collaborative, high-functioning teams as measured by an increase on the Employee Satisfaction survey referencing creating a culture of success for all employees, from 3.29 to 3.49.
  - The Special Education department has moved from an IEP specialist model to a coaching model
- Welcoming and Inclusive Schools: We will ensure a culture of Welcoming and Inclusive Schools as measured by the implementation of Welcoming and Inclusive School training and the development of a bias complaint tracking system.
  - Focusing on professional development in leadership and working with our student information system to disaggregate discrimination and harassment data
- Feedback for Growth: Support a climate of continuous improvement through timely feedback as measured by evidence of evaluation system feedback in TED.
  - Focusing on re-engaging in the evaluation process after Covid, continued support for district leadership, administrator coaching program, teacher liaisons, and evaluation teacher leaders in buildings to support staff.

### Pillar 4: Operations

- Secure Schools. Improved preventative strategies. Timely response to safety issues. Overall improved safety in these areas will be measured by an increase in our score on the annual Parent Satisfaction Survey and Student Engagement Survey referencing perceptions of student safety from 3.88 to 3.98.
  - Facilities is focusing on reducing average “open” time for safety related work tickets from 15.73 days to 13.5 days. As of today, the average open days have decreased to 10.5 days.
  - Security cameras are 90% complete, door position sensors are scheduled to be installed by the end of next week. Training will take place during inservice week next August.
- Improved Customer Service: Improve systems of communication, response and transparency as measured by work ticket response time, transportation complaint response, and increased participation meal service.
  - Facilities is focusing on reducing the average “open” time for all work tickets from 19.13 days to 17.5 days. As of today, the average open days have decreased to 14.19 days.
  - Nutrition Services has seen an increase in participation in the school lunch program of approximately 20% since last year, however breakfast participation has decreased by approximately 7%.
  - Transportation complaint response turnaround time has decreased from 2-4 days Sept to Nov 2023 to 1-2 days Feb to present.

### Pillar 5: Finance

- Allocation of Resources: Develop a practice of analyzing the academic return-on-investment (A-ROI) of key instructional initiatives in order to evaluate the cost effectiveness of academic programs and to improve the allocation of resources.
  - A district team participated in an A-ROI training, learning how to analyze which programs are delivering results, for which particular students, and at what cost. The team practiced by applying this learning on an A-ROI analysis of Camp 9. The next steps are to build capacity to embed A-ROI into district processes and to use it to budget strategically.
- Maximizing Revenue and Expenditures: Establish a functional Medicaid billing system.
  - We are billing for nursing services and speech/language services, we are starting to bill for limited licensed clinical social work services, and next steps will be to begin billing for special transportation services.
Executive Limitation #5 - Legally Required Policies
Peggy Kinkade presented options for the EL-5, along with a draft she created. The Board decided to table the decision for the June 12th work session. After hearing the Board’s discussion, Peggy and Superintendent Cline will draft a few more versions of EL-5 and bring them back to the Board.

Salem-Keizer School Districts Board of Directors Letter
Superintendent Cline drafted a letter for the Board to consider sending to local representatives, the Governor, and possibly media agencies. The letter addresses concerns about Oregon’s funding of education and student’s needs. Director Lea made a few edits. Superintendent Cline will bring the letter back to the April 24th board meeting for approval.

Work session adjourned at 8:13 pm.

__________________________________________
Michael Summers, Chair

__________________________________________
Gina Blanchette, Executive Assistant
## Classified Personnel - Consent Agenda
### April 24, 2023

### NEW HIRES:
<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Wilson</td>
<td>0.75</td>
<td>Bus Driver</td>
<td>Transportation Department</td>
<td>3/1/2024</td>
</tr>
<tr>
<td>Kimberly Griffiths</td>
<td>0.44</td>
<td>Instructional Assistant II: Academic Support</td>
<td>Tumalo Community School</td>
<td>3/19/2024</td>
</tr>
<tr>
<td>Kaylie Boschma</td>
<td>1.00</td>
<td>Administrative Assistant III: Student Management</td>
<td>Ridgeview High School</td>
<td>4/1/2024</td>
</tr>
<tr>
<td>Jenna Meining</td>
<td>0.94</td>
<td>Instructional Assistant III: Special Education</td>
<td>Redmond High School</td>
<td>4/15/2024</td>
</tr>
<tr>
<td>Marius Christensen</td>
<td>0.75</td>
<td>Bus Monitor</td>
<td>Transportation Department</td>
<td>4/16/2024</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>Vickie Griffith</td>
<td>0.75</td>
<td>Bus Monitor</td>
<td>Bus Monitor (.63)</td>
<td>3/18/2024</td>
<td>Transportation Department</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>Isaac Key</td>
<td>1.00</td>
<td>Groundskeeper II</td>
<td>Facilities Department</td>
<td>3/25/2024</td>
<td>less than 1 year</td>
</tr>
<tr>
<td>Frank Galloway</td>
<td>1.00</td>
<td>Maintenance Custodian I</td>
<td>Facilities Department</td>
<td>3/29/2024</td>
<td>9 years</td>
</tr>
<tr>
<td>Jonathan Wood</td>
<td>1.00</td>
<td>Maintenance Specialist I/Groundskeeper III</td>
<td>Facilities Department</td>
<td>4/26/2024</td>
<td>1 year, 9 months</td>
</tr>
<tr>
<td>Kimberly Adams</td>
<td>0.94</td>
<td>Instructional Assistant III: Student Success/BRYT</td>
<td>Sage Elementary School</td>
<td>6/14/2024</td>
<td>3 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>none this period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DISMISSALS:
<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>none this period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HR Director Signature & Date:

[Signature]

4/19/24
# Licensed Personnel - Consent Agenda

April 24, 2024

## CHANGE OF STATUS:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>New Position/Building</th>
<th>Prior Position</th>
<th>Date</th>
<th>Previous Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Smolich</td>
<td>1.00</td>
<td>Temporary Teacher: Social Studies / Obsidian Middle School</td>
<td>IA III: Special Education</td>
<td>3/18/2024</td>
<td>Obsidian Middle School</td>
</tr>
<tr>
<td>Juanita Snyder</td>
<td>1.00</td>
<td>Teacher: Special Education - ILS</td>
<td>Hugh Hartman Elementary</td>
<td>4/1/24</td>
<td>1.5 Years</td>
</tr>
<tr>
<td>Holly Brown</td>
<td>1.00</td>
<td>Public Information Officer</td>
<td>District Office</td>
<td>4/26/24</td>
<td>1.5 Years</td>
</tr>
<tr>
<td>Hannah Evans</td>
<td>1.00</td>
<td>Teacher: Special Education - ERC</td>
<td>Obsidian Middle School</td>
<td>4/15/24</td>
<td>6 Months</td>
</tr>
</tbody>
</table>

## RESIGNATIONS:

<table>
<thead>
<tr>
<th>Name</th>
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<th>Position</th>
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<tbody>
<tr>
<td>Juanita Snyder</td>
<td>1.00</td>
<td>Teacher: Special Education - ILS</td>
<td>Hugh Hartman Elementary</td>
<td>4/1/24</td>
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<tr>
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<td>1.00</td>
<td>Teacher: Special Education - ERC</td>
<td>Obsidian Middle School</td>
<td>4/15/24</td>
<td>6 Months</td>
</tr>
</tbody>
</table>

HR Director Signature & Date:

[Signature]

4/24/2024
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: Obsidian Middle School</th>
<th>Date: 4/8/24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description): $1,000</td>
<td></td>
</tr>
<tr>
<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>Common Ground</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>1005 NW Galveston Ave Ste 210</td>
</tr>
<tr>
<td>Address</td>
<td>Bend, OR 97703</td>
</tr>
<tr>
<td>Approximate Value: $1,000</td>
<td></td>
</tr>
<tr>
<td>Designated Use (if any): Climbing club</td>
<td></td>
</tr>
</tbody>
</table>

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

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<table>
<thead>
<tr>
<th>School: Obsidian Middle School</th>
<th>Date: 4/8/24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description): $500</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: Christiansen's Contracting Company LLC

Address: 915 SW Rimrock Way Ste 201

Address: Redmond, OR 97756

Approximate Value: $500

Designated Use (if any): OMS Track & Field

Special Conditions (if any): 

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Gift to the District

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

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

Date of Donation: 04/05/2024

School: Redmond High School

Description of Gift: Check Donation

Designated Use (if any): Mr/Ms Cake Auction For RHS Sparrow

Special Conditions (if any): Team: Purple

Approximate Value: $600.00

Donor Name and Address:

Kacie Stott
2180 NW Kilnwood Ct
Redmond, OR 97756
(541) 420-7520
Gift to the District

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Date of Donation: 04/05/2024

School: Redmond High School

Description of Gift: Check Donation

Designated Use (if any): Mr/Ms Cake Auction For RHS Sparrow

Special Conditions (if any): Team: Black-Stott/Reed

Approximate Value: $1400.00

Donor Name and Address:

Reed Allied Partners
Scott & Kim Reed
345 NW 28th St.
Redmond, OR 97756
Gift to the District

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Date of Donation: 04/09/2024

School: Redmond High School

Description of Gift: Check Donation

Designated Use (if any): Mr/Ms Fundraiser For RHS Sparrow

Special Conditions (if any): Team: none

Approximate Value: $500.00

Donor Name and Address:

Gary & Carolle Arnett
1100 NE Jordan Lane
Redmond, OR 97756
Gift to the District

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Date of Donation: 04/09/2024

School: Redmond High School

Description of Gift: Check Donation

Designated Use (if any): Mr/Ms Fundraiser For RHS Sparrow

Special Conditions (if any): Team: none

Approximate Value: $710.00

Donor Name and Address:

Richard & Kristin Gilmore
2370 NE Wilcox Ave.
Terrebonne, OR 97760
Gift to the District

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Date of Donation: 04/09/2024

School: Redmond High School

Description of Gift: Check Donation

Designated Use (if any): Mr/Ms Fundraiser For RHS Sparrow

Special Conditions (if any): Team: Downing/Zemke

Approximate Value: $500.00

Donor Name and Address:

Smith Rock Electric
745 Angus Lane
Terrebonne, OR 97760
Gift to the District

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Date of Donation: 04/09/2024

School: Redmond High School

Description of Gift: Check Donation

Designated Use (if any): Mr/Ms Fundraiser For RHS Sparrow

Special Conditions (if any): Team: Capps/Albers

Approximate Value: $1200.00

Donor Name and Address:

AccuAir, Inc.
David Sale
555 NE Hemlock Ave., STE. 102
Redmond, OR 97756
Gift to the District

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School: Redmond High School  Date: 3/9/24  
Gift (Description): MONEY FOR JV ROCK WORK ON SOFTBALL FIELDS

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

Name  COCUS KIDS  CHAS ABARCA
Address  905 SW RIMROCK WY SUITE 121  
Address  3750 NW CANAL BLVD - ABARCA CONTRACTING
Approximate Value: $1500
Designated Use (if any): JV SOFTBALL FIELD Rock removal

Special Conditions (if any):

From DONALD REAMS Softball
Gift to the District

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Date of Donation: 04/18/2024

School: Redmond High School

Description of Gift: Check Donation

Designated Use (if any): Redmond High School-FFA

Special Conditions (if any): none

Approximate Value: $850.00

Donor Name and Address:

Teixeira Cattle Company
855 Thousand Hills Rd.
Pismo Beach, CA 93449
(805) 595-1416
Gift to the District

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Date of Donation: 04/16/2024

School: Redmond High School

Description of Gift: Check Donation

Designated Use (if any): Mr./Ms. Fundraiser For RHS Sparrow

Special Conditions (if any): Team: Gorman/Galvin

Approximate Value: $825.00

Donor Name and Address:

Ellyn Waler
2405 NW Jackpine Lane
Redmond, OR 97756
(707) 344-7926
Gift to the District

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Date of Donation: 04/02/2024

School: Redmond High School

Description of Gift: Check Donation

Designated Use (if any): Unified Sports

Special Conditions (if any): Polar Plunge Donation

Approximate Value: $1,512.30

Donor Name and Address:

Special Olympics Oregon, Inc.
Unified Champion Schools
8313 SW Cirrus Drive
Beaverton, OR 97008-5900
# 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.

<table>
<thead>
<tr>
<th>School: Redmond High School</th>
<th>Date: 3/8/24  4/2/24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description): DeRocked the infield of the JV girls softball field</td>
<td></td>
</tr>
<tr>
<td>Donors(s)–include sufficient information for the Board to respond, especially company and/or individual name and address:</td>
<td></td>
</tr>
<tr>
<td>Name: Albert Campbell</td>
<td></td>
</tr>
<tr>
<td>Address: 63890 Tyler Rd  Bend, OR. 97703</td>
<td></td>
</tr>
<tr>
<td>Approximate Value: $1,500.00</td>
<td></td>
</tr>
<tr>
<td>Designated Use (if any):</td>
<td></td>
</tr>
<tr>
<td>Special Conditions (if any):</td>
<td></td>
</tr>
</tbody>
</table>
Local Wellness Program

[Required. Title 7 C.F.R. 210.31(a) requires local education agencies to “establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast Program...”. The law describes the policy as “a written plan that includes” various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district’s plan. Previously these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the model policy, therefore OSBA recommends deleting the AR if the district previously included it in the board’s policy manual. Districts should consult with stakeholders in the process of adoption and incorporate language that meets the unique needs of the district.]

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board’s commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy. Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, CACFP at-risk, after-school, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. Establishing specific goals for nutrition promotion and education, physical activity and other school-based activities that promote student wellness.

The Board designates the principal(s) or their designee to be responsible for ensuring each school meets the goals outlined and complies with this policy.

**Record Keeping**

The district will retain the following records to document compliance with the local wellness policy requirements at the district’s administrative offices:

1. The written local wellness policy;

2. Documentation to demonstrate the policy has been made available to the public;

3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the district uses to make stakeholders aware of their ability to participate;

4. Documentation of the district’s most recent assessment on the implementation of the local wellness policy;

5. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.

**Notification of Policy**

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy. The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district’s website and in district communications.

**Triennial Progress Assessments**

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
The extent to which the district’s policy compares to model local school wellness policy\(^1\); and

A description of the progress made in attaining the goals of the district’s policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

**Community Involvement, Outreach and Communications (Review of, and Updating Policy)\(^2\)**

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities on the district’s website, and/or in district or school communications. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

**Nutrition Promotion and Nutrition Education**

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

Nutrition promotion and nutrition education shall be a sequential and an integrated focus on improving students’ eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Students and staff will receive consistent nutrition messages throughout the school environment;

2. Nutrition education is provided throughout the student’s school years as part of the district’s age-appropriate, comprehensive nutrition program (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating), and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;

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\(^1\) Model Wellness Policy resource published by the [Alliance for a Healthier Generation](https://www.allianceforhealthiergeneration.org). OSBA makes no representation of its compliance by providing this resource.

\(^2\) USDA Local school wellness policy resource; CDC [resource](https://www.cdc.gov/healthyschools/school Nutrition.html); CDC Healthy Schools [resource](https://www.cdc.gov/healthyschools); USDA Local school wellness policy [outreach toolkit](https://www.allianceforhealthiergeneration.org) and communication resource from [Alliance for a Healthier Generation](https://www.allianceforhealthiergeneration.org).
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;

4. Teachers will receive curriculum-specific training;

5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;

6. Families and community organizations are involved, to the extent practicable, in nutrition education;

7. Nutrition education homework that students can do with their families is provided (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;

2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

3. Families are invited to attend exhibitions of student nutrition projects, school garden activities, school garden activities where applicable, or health fairs;

School Meals

Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE) which include the NSLP, the SBP, Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), and CACFP at-risk afterschool snack/supper program(s) at eligible sites. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab ‘n’ Go Breakfast.

The district’s available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) and building staff will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Local Wellness Program – EFA

4-8
Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

**Competitive Foods and Beverages**

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed Smart Snacks Standards\(^3\). These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising. Board would like to keep this suggested deletion.

**Celebrations and Rewards/Incentives**

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents.

**Food and Beverage Marketing in Schools**

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

**Physical Activity and Physical Education**

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE’s physical education content standards and state law. Physical activity should be included in the school’s daily education program for grades [pre-]K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. Physical education will be a course of study that focuses on students’ physical literacy and development of motor skills;

2. Staff encourages and provides support for parental involvement in their children’s physical education;

3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;

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\(^3\) Oregon Department of Education,
Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;

1. Physical activity will be integrated across curricula and throughout the school day.

2. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school’s overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district’s Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district’s Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees’ needs and interests;

2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;

3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;

4. Education and resources to help employees make decisions about health care; and

5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and
workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

**Definitions**

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.

2. “Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

3. “Oregon Smart Snacks Standards” means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).

4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.

5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

**End of Policy**

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**Legal Reference(s):**

Please check links below, some appear to be broken links.

- ORS 327.531
- ORS 327.537
- ORS 329.496
- ORS 332.107
- ORS 336.423
- ORS 336.423
- OAR 581-051-0306
- OAR 581-051-0310
- OAR 581-051-0400
- OAR 581-051-0305


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4 This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

5 Oregon Department of Education, Oregon Smart Snacks Standards
House Bill 3199 (2023).

Cross Reference(s):

EFAA - District Nutrition and Food Services
EFC - Vending Machines and School Stores
Family Medical Leave

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA)\(^1\) of 1993, the Oregon Family Leave Act (OFLA)\(^2\) of 1995, state and federal family medical leave acts, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act of 2009 (OMFLA), Paid Family Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

FMLA applies to districts with 50 or more employees within 75 miles of the employee’s worksite, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

In order for an employee to be eligible for the benefits under FMLA, the employee he/she must have been employed by the district for at least the previous 12 months, and have worked at least 1,250 hours during the past 12-month period and worked at a worksite that employs 50 district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee he/she must work an average of 25 hours or more per week during the calendar days immediately prior to the first day of the requested family medical leave of absence. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days of employment.

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1. Generally, FMLA applies only to entities with 50 or more employees, however, FMLA applies to all public elementary and secondary educational institutions. See 29 CFR 825.600(b). The rule regarding individual employee eligibility does apply: an employee is only eligible if the employee “is employed at a worksite where 50 or more employees are employed by the employer within 75 miles of that worksite.” See 29 CFR 825.110(a)(3). Consequently, FMLA applies to districts with fewer than 50 employees, but individual employees will not be eligible to receive benefits.

2. OFLA applies to employers with 25 or more employees in Oregon (ORS 659A.153) and OMFLA applies to all public-sector employers in Oregon. (ORS 659A.090(2)) (Oregon BOLI Leave Laws – 2023 Edition)
Family Medical Leave

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee’s eligibility for OMFLA.

PMFLI is generally available to district employees who have earned $1,000 in subject wages or taxable income during the alternate or base years, contributed to the PMFLI fund in the alternate or base years and are otherwise eligible.

Federal and state leave entitlements generally run concurrently.

The superintendent [or designee] will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):
ORS 332.507
ORS 659A.090
ORS 659A.093
ORS 659A.096
ORS 659A.099
ORS 659A.150 - 659A.186
ORS 659B.010
OAR 839-009-0200 - 0320


Cross Reference(s):
GCBDD/GDBDD - Sick Time (SB 454) and Sick Leave (ORS 332.507)

3 The wages are not required to have been earned for work in the district.

4 See OAR 471-070-1010 for additional information.
Retirement of Employees

Retirement of Employees

Senate Bill (SB) 1049 (2019) made it possible for employees to retire under PERS and work for a PERS-covered employer, without hour restrictions in most situations. House Bill (HB) 2296 (2023) extends this law to 2034. The law does not require districts to allow PERS-retired employees to work in the district, rather, leaves the decision up to the district. OSBA encourages districts to evaluate the situation (including financial impacts) prior to making a decision regarding these employees. If districts do allow retired employees to return to work, OSBA recommends working with legal counsel to develop criteria and procedures that can be consistently implemented. Also consider the bargaining impacts of the selected practice.

To assist the district in its planning efforts, employees considering retirement are encouraged to notify the district as early as possible, preferably at the beginning of the school year in which the retirement will take place.

Retiring employees are encouraged to coordinate with PERS and the Human Resources Department to ensure that all requirements are met. The superintendent will develop requirements, limitations and procedures for employment as a PERS-retiree.

Regarding PERS workback, there are three main options for districts, please choose one of the following:

1. When an employee of the district retires under PERS, that employee’s employment with the district will terminate. Individuals who have retired under PERS are not eligible for employment in the district.

2. When an employee of the district retires under PERS, that employee’s employment with the district will terminate. PERS-retired individuals may apply for open positions with the district.

3. There must be a break in service for retired employees returning to work.

1. House Bill 2296 (2023) modified Senate Bill 1049 (2019), which allows PERS-retired employees to continue to work for PERS-employers without hour restrictions; this provision is now set to expire at the end of 2034.

2. There must be a break in service for retired employees returning to work.

3. House Bill 2296 (2023) modified Senate Bill 1049 (2019), which allows PERS-retired employees to continue to work for PERS-employers without hour restrictions; this provision is now set to expire at the end of 2034.
District employees will be allowed to retire under PERS and return to their position in the district [only for the remainder of the school year][4] [5].

END OF POLICY

Legal Reference(s):
ORS Chapter 237  ORS Chapter 238A  ORS 342.120
ORS Chapter 238  ORS 243.303

House Bill 2296 (2023).

4 {Districts can limit workback, but must consider equity pay laws when developing any criteria.}

5 There must be a break in service for retired employees returning to work.
Program Exemptions

[Highly recommended policy. The content comes primarily from OAR 581-021-0009. If the district would like to add language regarding procedure or authority, it could be added to this policy or an AR could be created.]

The Board, district superintendent or designee, may excuse students from a state-required program or learning activity for reasons of religion, disability, or other reasons deemed appropriate by the district. Requests must be submitted to the principal for excusal or accommodation. Requests must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student’s parent or guardian, or by a student who is 18 years of age or older who is an emancipated minor. Requests must be submitted to the [teacher or principal], or other reasons deemed appropriate by the district.

The district will determine if credit will be granted for any alternative activity program for credit may be provided.

END OF POLICY

Legal Reference(s):
ORS 336.035(2)  OAR 336.635  ORS 581-021-0071
ORS 336.465  OAR 581-002-0035  OAR 581-022-2050
ORS 336.615  OAR 581-021-0009  OAR 581-022-2110
ORS 336.625

Cross Reference(s):
IGACA - Recognition of Religious Beliefs and Customs
ICAC – Religion and Schools
IGAC-AR- Recognition of Religious Beliefs and Customs
IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
JEFBD - Student Absences and Excuses

1 If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.
Public Charter Schools

Public charter schools may be established as a new public school or a virtual public school, from one or more existing public schools in the district or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law, and includes other information required by the district in the application process.

The public charter school will be located and operated within the sponsoring district except where authorized by law.

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the
agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.

The district will determine if it has any vacant or unused buildings and make a list of such buildings; buildings may be made available for public charter school use, subject to Board approval and Board policy.

Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available.¹ Students must adhere to state law, Board policies, regulations, and rules concerning student conduct and discipline.

Public charter school students in grades K-8 may participate in their resident district’s activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district’s available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district will not provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The superintendent will develop administrative regulations to include, but not limited to, the proposal process, review, and appeal procedures, and program evaluation, renewal, and termination.

END OF POLICY

Legal Reference(s):

¹ This does not apply to the Oregon law related to OSAA-sanctioned activity participation.
| ORS 327.077 | ORS 338 | ORS 339.450 |
| ORS 327.109 | ORS 339.141 | ORS 339.460 |
| ORS 332.107 | ORS 339.147 | OAR 581-026-0005 - 0710 |


[Senate Bill 767](https://www.leg.state.or.us/bills/b39/session/2023/) (2023).
Resident Student Denial for Virtual Public Charter School Attendance**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district.

The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending enrolled in a virtual public charter school not sponsored by the district. When the established percentage is more than three percent, the district may choose not to approve additional students enrollment to such a virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).

The district may send a notice of approval or disapproval to a parent must give1 of a student who has sent a notice to the district of intent to enroll their student in a virtual public charter school not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.

If the district is not approving the enrollment, the (See OAR 581-026-0305(3)). The district must respond with a decision to not give approval or disapproval to a parent within 10 calendar eight business days of receipt of the notice of intent from the parent. Such decision must include:

1. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculations;

2. The right to appeal the decision to the State Board of Education;

3. A list of two or more other online options available to the student; and

A copy of OAR 581-026-0305 and OAR 581-026-0310.

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

2. The number of students residing in the district enrolled in public charter schools located in the district;

3. The number of students residing in the district enrolled in virtual public charter schools;

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1 “Parent” means parent, legal guardian or person in “parental relationship” as defined in Oregon Revised Statute (ORS) 339.133.
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and

5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):
ORS 332.107 OAR 581-026-0305
ORS 338.125 OAR 581-026-0310

House Bill 3024 (2023).
April 24, 2024

To All Who Care about Public Education in Oregon,

On March 26th, 2024 the School Board of the Salem-Keizer School District issued a letter suggesting that changes need to be made to how Oregon schools are funded and how student needs are met. The Redmond School District Board of Directors would like to offer our support to the Salem-Keizer School District and provide some more information specific to our school district.

In 2023, the Oregon Legislature made a historic allocation of funding for the K-12 educational system. Unfortunately, it was a smaller fraction of the total percentage of the state budget than historically allocated, and proved not to meet the needs of the education system. In 2019-2021 40% of the state budget was allocated to the K-12 State School Fund, while only 37.6% was allocated during the current biennium. Redmond School District believes that this variation in funding creates an unpredictable set of resources for creating a consistent, quality education. A more stable solution to funding schools must be developed by the legislature.

Public schools are one of the only institutions that cannot say “no” to working with clients. We enroll new students all throughout the school year and have to be prepared to meet their needs, regardless of budget or staffing limitations. Further, the needs of students are ever increasing. The youth mental and behavioral health crisis is escalating. Our teachers are not clinicians; our schools are not medical facilities. Because there are not enough community behavioral health resources to serve children with significant needs, we are serving them in our schools. In Redmond, we have seen a 290% escalation in injuries to staff by students over the past four years. The support system for children with significant mental health issues must be bolstered.

The cap for special education funding is 11%, but in Redmond 13.3% of our students have an individualized education plan. The second weighting of funding for special education students is insufficient considering the rise in students with complex disabilities that require a higher level of service.

Oregon districts are struggling to hold the financially and educationally unsustainable conditions at bay, Schools serve everyone. As Oregon’s school systems begin to stagger under an ever-accumulating weight, catching them is everyone’s responsibility.

Sincerely,

Redmond School District Board of Directors