BOARD OF DIRECTORS
Wednesday, June 28, 2023

Executive Session – 5:00 pm (Closed to the public.)

Board Meeting – 5:30 pm

145 SE Salmon Drive, Redmond

Virtual Access Available:
https://zoom.us/j/98416987457

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. Public 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 necesita 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/98416987457
Times listed are an estimate only and may vary.

BOARD MEETING
5:00 pm Call to Order & Establish a Quorum
Corrections, Additions, Deletions or Questions Regarding the Agenda
Chair Summers

EXECUTIVE SESSION (Closed to the public.)
5:02 pm Per ORS 192.660(2)(h) - To consult with counsel concerning the legal
rights and duties of a public body with regard to current litigation or
litigation likely to be filed.
Lauren Lester

PRESENTATIONS
5:30 pm Oath of Office – Eric Lea, Amanda Page, Keri Lopez, Liz Goodrich
Chair Summers
5:45 pm Public Comment (must be submitted 4 hours prior to meeting)
Chair Summers
5:55 pm HMK End of Month Report
Chad Franke

ACTION ITEMS
6:10 pm High School English Language Arts Adoption
Stacy Stockseth
6:25 pm Resolution 23:181 - 2023-24 Budget Adoption
Public Hearing (must be submitted 4 hours prior to meeting)
Kathy Steinert
6:35 pm Annual Procedural Business
Kathy Steinert
6:45 pm Carver Governance Model
Chair Summers
7:30 pm Policy Updates
• JBB – Education Equity
• IGAI - Human Sexuality
• IGBB - Talented and Gifted
• IGBBA - Talented and Gifted Identification
• IGBBC - Talented and Gifted Programs and Services - DELETE
• CBC - Superintendent’s Contract
• EH - Electronic Data Management
• GCQB - Research
• GDA - Instructional Assistants
Chair Summers
8:00 pm Consent Agenda
Charan Cline
• Financial Reports
• Board Meeting Minutes
• Personnel Reports
• Gifts to the District
• Policies
  o ACB – Every Student Belongs
  o CPA – Layoff/Recall – Administrative Personnel
  o IKF – Graduation Requirements
  o IMB – Student Achievement Program
  o JHC – Student Health Services and Requirements
  o KBA – Public Records
  o KG – Community Use of District Facilities

8:15 PM  2023-24 Board Meeting Schedule

REPORTS
8:25 pm  Superintendent and Board Reports

8:40 pm  Adjourn
GENERAL PROGRAM UPDATE

With construction completion deadlines set for late May, both the Elton Gregory Middle School / Tom McCall Elementary School Addition (EGMS/TMES) and the Vern Patrick Elementary School Addition (VPES), saw all remaining finish materials be installed. This included all flooring, finish paint, and cabinets in the classrooms and activity spaces of each addition. At both additions, exterior work increased as concrete sidewalks and asphalt fire roads are paved. The two HVAC Renovations at Hugh Hartman Elementary School (HHES) and Redmond High School (RHS), draw closer to construction beginning as the 2022-2023 school year ends. Kellcon, Inc. has spent the month completing the bidding process by selecting the best priced and most qualified contractors for the two HVAC renovations. In preparation for the district wide access controls and camera upgrade, HMK hosted local architect firm, Rhizo Architecture, to tour through several schools. Working closely with Electrical Engineering firm Connetix, Rhizo Architecture will design vestibules that will help aid in keeping Redmond schools safe and secure.

PROJECT ADMINISTRATION

Project administration and accounting support are two key areas critical to Program success. This is a combined effort of HMK Company and RSD Accounting Department. In the month of May, we have processed 27 background checks, requested 0 purchase orders, and processed 6 invoices.

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<tr>
<th>Contract Type</th>
<th>Number of Contracts</th>
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<tr>
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<tr>
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REDMOND SCHOOL DISTRICT PROGRAM SOCIAL MEDIA POSTS

Below are examples of social media posts for the Redmond School District Bond Program.
LOCAL VENDORS AND CONTRACTORS

Currently, 74% of the contracts awarded have been awarded to local contractors, this amounts to $27,836,920 of the $20,599,321 awarded.

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

### CENTRAL OREGON VENDORS
- HMK Company
- G2 Consultants
- H.A. McCoy

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

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

PROJECT ADDITION & RENOVATIONS TO EXISTING BUILDING

PROJECT DESCRIPTION

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

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

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

<table>
<thead>
<tr>
<th>SCHEDULE &amp; KEY MILESTONES</th>
<th>START</th>
<th>COMPLETION</th>
<th>% CPL</th>
<th>COMMENT</th>
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CURRENT ACTIVITIES

With project closeout scheduled for the end of May, Griffin has pushed to have any remaining finish work completed by the end of the month. Electrical, plumbing, and mechanical contractors have placed their respective equipment such as lights, bathroom fixtures, and vent covers. The commissioning process will be started once all needed mechanical, electrical, and plumbing equipment has been fully installed. On the exterior of the EGMS/TMES addition, the asphalt fire road and the concrete sidewalks have been placed. Griffin has also started to complete all closeout documentation for the project.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

With construction completed, BBT Architects and HMK Co, will perform a punch walk of the EGMS/TMES addition in the first week of June. Griffin will then spend the following weeks fixing and touching up any items listed during the punch walk. Griffin will also begin to prepare for a second asphalt and concrete mobilization. This work will include changes for the ADA parking stalls in the Tom McCall Elementary School South parking lot of the new basketball courts which will sit adjacent to the EGMS/TMES addition. The commissioning process will be started for the project while closeout documents continue to be reviewed.

HIGHLIGHTS, CHALLENGES, SOLUTIONS

HIGHLIGHTS:

CHALLENGE AND SOLUTIONS:

ADDITIONAL INFORMATION

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

Chad Franke, Program Manager
chad.franke@hmkco.org
971.304.0710
Above: The fully painted primary space of the new addition. On the left, Griffin installs the final tack boards which run along the walls.

Below: The completed South facing exterior before landscaping is finished.

Above: Brick masons finish installing the decorative CMU surrounding front soffit columns.

Below: An overhead view of grading for the new basketball courts that will be paved following school being released for the Summer.
VERN PATRICK ELEMENTARY SCHOOL

PROJECT ADDITION & RENOVATIONS TO EXISTING BUILDING

PROJECT DESCRIPTION

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

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CURRENT ACTIVITIES

With construction scheduled to be completed in late May, Griffin has pushed to have any remaining finish work completed before June. All electrical, plumbing, and mechanical contractors have finished installing all of their respective equipment with all inspections completed. Concrete sidewalks have been poured and all needed asphalt has been paved. HMK Co and BBT Architects performed a punch walk in the last week of May while Griffin continues to complete closeout documentation for the addition.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

June will see Griffin completing any touch ups or fixes required by the architect punch walk. Once these items have been finished, HMK Co and BBT Architects will perform a back punch before deeming the construction completed. Controls work will continue throughout Vern Patrick Elementary School when school dismisses for the Summer. Griffin plans to begin work to repave the main parking lot of VPES in late June.

HIGHLIGHTS, CHALLENGES, SOLUTIONS

HIGHLIGHTS:

CHALLENGE AND SOLUTIONS:

ADDITIONAL INFORMATION

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

Chad Franke, Program Manager
chad.franke@hmkco.org
971.304.0710
Above: The front facing side of the new addition.

Below: The completed interior of the primary activity space of the new addition.

Above: Completed learning space tack boards and white boards

Below: A fully completed classroom of the new addition.
REDMOND HIGH SCHOOL

PROJECT HVAC UPGRADE

PROJECT DESCRIPTION

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

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CURRENT ACTIVITIES

With all project bids received during the beginning of May, Kellcon, Inc. has started the process of selecting the best contractors for the RHS HVAC Renovation based on price, manpower, and qualifications. Kellcon, Inc. have performed a site visit with a mechanical equipment supplier to ensure that all needed equipment is ready for construction to begin in late June.

ACTIVITIES SCHEDULED FOR NEXT PERIOD

With construction scheduled to begin as soon as school is dismissed for the Summer, Kellcon, Inc. will work to create a mobilization plan for the RHS HVAC Renovation. This will help ensure work is completed quickly and no time is wasted starting the project.

HIGHLIGHTS, CHALLENGES, SOLUTIONS

HIGHLIGHTS:

CHALLENGE AND SOLUTIONS:

ADDITIONAL INFORMATION

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

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

PROJECT HVAC UPGRADE

PROJECT DESCRIPTION

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

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</table>
**CURRENT ACTIVITIES**

Throughout May, Kellcon, Inc. has continued to select the best contractors for the HHES HVAC Renovation. These contractors have been selected based on price, manpower, and qualifications to ensure that the project is completed as efficiently as possible. Kellcon, Inc. has also continued to work to have all equipment ready for the late June construction start date.

**ACTIVITIES SCHEDULED FOR NEXT PERIOD**

In June, Kellcon, Inc. will continue to prepare for the scheduled construction start date in late June. Kellcon, Inc. will create a detailed mobilization plan to ensure that work is completed quickly, and no time is wasted starting the project.

**HIGHLIGHTS, CHALLENGES, SOLUTIONS**

**HIGHLIGHTS:**

**CHALLENGE AND SOLUTIONS:**

**ADDITIONAL INFORMATION**

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

Chad Franke, Program Manager  
chad.franke@hmkco.org  
971.304.0710
REDMOND SCHOOL DISTRICT BOARD OF DIRECTORS

**Action Item:** Budget Adoption for Fiscal Year 2023-24 – Resolution 23:181

**Presenter:** Kathy Steinert  
**Date:** June 28, 2023

**Introduction to Action Item:**

Oregon Revised Statute 294.456 requires the Board to enact proper resolutions to adopt the budget, make the appropriations and determine, make and declare the ad valorem tax levy for each fund. This action must be taken prior to July 1 because these resolutions establish the authority for the District to expend funds for the next fiscal year.

**Background Information:**

The Budget Committee approved the District’s FY 2023-24 Budget as proposed by the Superintendent on May 10, 2023. In accordance with ORS 294.453, the Board must conduct a public hearing and receive citizens’ testimony on the budget approved by the Budget Committee. After the budget hearing, in accordance with ORS 294.456, the Board can make changes to the budget approved by the Budget Committee and adopt this amended budget.

Typically, as a result of information subsequently received or the impacts of contract negotiations with District associations, the District will make changes to the budget approved by the Budget Committee prior to adoption. This year, due to the uncertainty surrounding the available state revenue for K-12 education for the 2023-2025 biennium, the District will postpone making changes to the 2023-24 budget until after the start of the new school year. At such time, we anticipate that the Oregon legislature will have finalized the 2023-2025 funding level and the District will have finalized agreements with both associations. The changes which we eventually make will be presented to the Board for adoption as a supplemental budget.

**Administration Recommendation:**

Staff recommends that the Board approve the attached Resolution 23:181.

**Recommended Motions:**

1. I move that the Board of Directors for the Redmond School District 2J, Deschutes County, Oregon hereby adopts the budget for the 2023-24 fiscal year in the sum of $170,736,500, now on file at the District Office, 145 SE Salmon Drive, Redmond, Oregon.

2. I move that the Board of Directors for the Redmond School District 2J, Deschutes County, Oregon, hereby imposes the taxes provided for in the adopted budget at the rate of $5.0251 per $1,000 of assessed value for the operations and in the amount of $15,713,100 for bonds; and that these taxes are hereby imposed and categorized for tax year 2023-24 upon the assessed value of all taxable property within the District.
REDMOND SCHOOL DISTRICT

A Resolution to Adopt and Appropriate the Fiscal Year 2023-24 Budget and Impose and Categorize Taxes
Resolution 23:181

BE IT RESOLVED that the Board of Directors for the Redmond School District 2J, Deschutes County, Oregon hereby adopts the budget for the 2023-24 fiscal year in the sum of $170,736,500, now on file at the District Office, 145 SE Salmon Drive, Redmond, Oregon.

Resolution Making Appropriations

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2023 and for the purposes shown below are hereby appropriated as follows:

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<tr>
<td>Support Services</td>
<td>$2,425,700</td>
</tr>
<tr>
<td>Facilities Acquisition and Construction Services</td>
<td>72,800</td>
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<tr>
<td>Debt Service</td>
<td>548,900</td>
</tr>
<tr>
<td>Contingency</td>
<td>971,000</td>
</tr>
<tr>
<td><strong>Total Asset Replacement Fund Appropriations</strong></td>
<td><strong>$4,018,400</strong></td>
</tr>
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### Grant Programs

<table>
<thead>
<tr>
<th>Service</th>
<th>Appropriations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$8,170,700</td>
</tr>
<tr>
<td>Support Services</td>
<td>6,297,600</td>
</tr>
<tr>
<td>Enterprise and Community Services</td>
<td>173,900</td>
</tr>
<tr>
<td>Transfers</td>
<td>1,000</td>
</tr>
<tr>
<td>Apportionment of Funds by LEA</td>
<td>1,164,700</td>
</tr>
<tr>
<td>Contingency</td>
<td>132,800</td>
</tr>
<tr>
<td><strong>Total Grant Programs Appropriations</strong></td>
<td><strong>$15,940,700</strong></td>
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### Fee Supported Programs

<table>
<thead>
<tr>
<th>Service</th>
<th>Appropriations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$1,748,400</td>
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<tr>
<td>Support Services</td>
<td>113,800</td>
</tr>
<tr>
<td>Enterprise and Community Services</td>
<td>797,300</td>
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<tr>
<td>Transfers</td>
<td>1,167,500</td>
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<tr>
<td>Contingency</td>
<td>1,613,200</td>
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<tr>
<td><strong>Total Fee Supported Programs Appropriations</strong></td>
<td><strong>$5,440,200</strong></td>
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### Internal Service Fund

<table>
<thead>
<tr>
<th>Fund</th>
<th>Appropriations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance Fund</td>
<td>$1,122,100</td>
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<tr>
<td>Transfers</td>
<td>22,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>581,600</td>
</tr>
<tr>
<td><strong>Total Internal Service Fund - Insurance Fund Appropriations</strong></td>
<td><strong>$1,725,700</strong></td>
</tr>
</tbody>
</table>

### TOTAL APPROPRIATIONS

$170,647,800

Plus: Unappropriated Balance

88,700

### TOTAL ADOPTED BUDGET

$170,736,500
A Resolution to Impose Taxes for Fiscal Year 2023-24

BE IT RESOLVED that the Board of Directors for the Redmond School District 2J, Deschutes County, Oregon, hereby imposes the following ad valorem property taxes for tax year 2023-24 upon the assessed value of all taxable property within the District as follows:

At the rate per $1,000 of $5.0251 for permanent rate tax and in the amount of $15,713,100 for debt service for general obligation bonds.

A Resolution to Categorize Taxes for Fiscal Year 2023-24

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b of the Oregon Constitution as follows:

Education Limitation

Permanent Rate Tax $5.0251/$1,000

Excluded from Limitation

General Obligation Debt Service $15,713,100

The above resolution statements were approved and declared adopted on this 28th day of June 2023.

______________________________________________________  ________________
Michael Summers, School Board Chair Date
Action Item: Annual Procedural Business

Presenter: Kathy Steinert  Date: June 28, 2023

Introduction to Action Item:

As cited in Oregon Revised Statutes (ORS) there are procedural items that need to be reviewed and approved by the Board annually.

Background Information:

The annual procedural business items of the Redmond School District are as follows:

A. Designate
   1. Chief Administrative Officer/School Clerk – Superintendent (ORS 332.515)
   2. Deputy Clerk – Assistant Superintendent: Teaching & Learning (ORS 332.515)
   3. Custodian of Funds – Superintendent (ORS 328.441)
   4. Authorize the Facsimile Signature of Superintendent (ORS 328.445)
   5. Budget Officer – Director of Fiscal Services (ORS 294.331)
   6. Depositories for School Funds (ORS 328.441; ORS 294.035, ORS 294.810, ORS 295.002)
      The following institutions are authorized as depositories for District Funds:
      • Bank of America
      • Chase Bank, N.A.
      • First Community Credit Union
      • First Interstate Bank
      • OnPoint Community Credit Union
      • Summit Bank
      • Umpqua Bank
      • U.S. Bank
      • WaFd Bank
      • Washington Trust Bank
      • Wells Fargo Bank
      • Zions Bancorporation
      • State of Oregon Local Government Investment Pool
      • Investments as authorized by Oregon Statute
      • Other banks which are listed with the Oregon State Treasury as qualified depositories

B. District Auditor – Sensiba LLP (formerly Sensiba San Filippo LLP) (ORS 328.465)

C. District Legal Counsel – High Desert ESD Attorneys; The Hungerford Law Firm LLP; Orrick Herrington & Sutcliffe LLP; Eike Law PC; and Dunn Carney LLP.
D. Insurance Agent of Record – Brown & Brown Insurance Northwest

E. Agent of Record for Tax Sheltered Annuity & Deferred Compensation Compliance – U.S. OMNI & TSACG Compliance Services (formerly U.S. OMNI Group)

F. District Newspapers of Record – The Spokesman and/or The Bulletin

G. Officer of Federal and State Grants – Assistant Superintendent: Teaching & Learning

H. Determine Robert’s Rules of Order the Modern Edition as the governing procedure for School Board Meetings

I. Authorize to Sign
   The Redmond School District Board of Directors authorize the Clerk and Deputy Clerk to sign, make application and file claims for payment on all federal and state funded programs in which the District participates.

J. Authorize Use of Oregon Department of Education Established Substitute Teacher Rate of Pay for the 2023-24 School Year according to ORS 342.610.

K. Authorize the 2023-24 tuition rate of $13,600 for Foreign Students with F-1 Visa. The Illegal Immigration Reform and Immigration Responsibility Act of 1996 requires students seeking an F-1 Visa to pay the unsubsidized per capita cost of education in advance.

Administration Recommendation:

Staff recommends the Board review and approve the Annual Procedural Business items as presented.

Recommended Motion:

I move to approve the Annual Procedural Business items as presented.
Educational Equity

The Redmond School District is committed to fostering a welcoming, safe, inclusive and barrier-free educational environment for everyone. Each student is ensured equitable access to a high quality education with the necessary supports that reflect their individual needs, strengths, and interests in order to thrive.

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving educational equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by [race/ethnicity, national origin, language, special education, sex, non-binary, socioeconomic status and mobility] to inform district decision making.

2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.

3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation, gender identity, and national origin in discipline, special education and in various advanced learning.

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1 These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

2 These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

3 “Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed [using an educational equity analysis tool] [with educational equity as a priority].

3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, gender, sex and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.

4. The district shall provide professional development to strengthen employees’ knowledge and skills for eliminating opportunity gaps and other disparities in achievement.

5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.

6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.

7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.

8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall develop an action plan and include equity practices in the district’s strategic plan strategies to implement this policy. The superintendent will report to the Board the progress of the implementation of this policy and strategic plan.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 332.075
ORS 332.107
ORS 342.437 - 342.449
ORS 342.437 - 342.449

House Bill 3041 (2021).
Option #1
“Achieving educational equity” means students’ identities will not predict or predetermine their success in school (educational programs).

Option #2
The District is committed to the success of every student in each of our schools—Replace schools with “educational programs.” Each student is ensured access to a high quality education with the necessary supports that reflect their individual needs, strengths and interest in order to succeed. For that success to occur the District is committed to achieving “Educational Equity,” defined as follows: students’ identities will not predict or predetermine their success in school (educational programs).

In both options, remove the rest of language in the existing policy.

The District's Current Board Approve Equity Statement
Our Commitment to Educational Equity
The Redmond School District is committed to fostering a welcoming, safe, inclusive and barrier-free educational environment for everyone. Each student is ensured equitable access to a high quality education with the necessary supports that reflect their individual needs, strengths, and interests in order to thrive.
Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student’s understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health department staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV district instruction. Any parent may request that their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those...
students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities, must not, in any way use shame or fear-based tactics.

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;

2. Allays those fears concerning HIV that are scientifically groundless;

3. Is balanced and medically accurate;

4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;

7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;

10. Provides students with information about Oregon laws that address young people’s rights and responsibilities relating to childbearing and parenting;

11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;

12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;

13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;

14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;

16. Validates the importance of one’s honesty, respect, for each person’s dignity and well-being, and responsibility for one’s actions;

17. Uses inclusive materials, and strategies that recognizes different sexual gender identities/orientations, gender identities and gender expression;

18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and

19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

3. Enhances students’ ability to access valid health information and resources related to their sexual health;

4. Teaches how to develop and communicate sexual and reproductive boundaries;

5. Is research-based, evidence-based or best practice practices; and

6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district’s health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be
positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

ORS 336.035
ORS 336.059
ORS 336.107
ORS 336.455 - 336.474
ORS 339.370 - 339.400
ORS 339.455 - 336.474

OAR 581-021-0009
OAR 581-021-0593
OAR 581-022-2030
OAR 581-022-2050
OAR 581-022-2220

Cross Reference(s):

IGBHD - Program Exemptions
KAB – Parental Rights
IGAC – Religion and Schools
IGAC-AR – Recognition of Religious Beliefs and Customs
Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;

2. Allays those fears concerning HIV that are scientifically groundless;

3. Is balanced and medically accurate;

4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;

7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;

10. Provides students with information about Oregon laws that address young people’s rights and responsibilities relating to childbearing and parenting;

11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;

13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;

14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;

15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;

16. Validates the importance of one’s honesty, respect, for each person’s dignity and well-being, and responsibility for one’s actions;

17. Uses inclusive materials, and strategies that recognizes different sexual gender identities/orientations, gender identities and gender expression;

18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and

19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

3. Enhances students’ ability to access valid health information and resources related to their sexual health;

4. Teaches how to develop and communicate sexual and reproductive boundaries;

5. Is research based, evidence based or best practice; and

6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

Legal Reference(s):
ORS 336.035 ORS 336.107 ORS 339.370 - 339.400
ORS 336.059 ORS 336.455 - 336.474
Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted

students. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental

are those who have been identified as academically talented and/or learning progressions, with consideration given for variations in student’s opportunity to learn and to culturally relevant indicators of ability

intellectually gifted.

The Board directs the superintendent to develop a process for identifying academically talented and intellectually gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification**) The Board further directs the superintendent to develop a written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of advanced learning of identified students.

The district may also identify and provide programs for students who demonstrate creative abilities,

leadership abilities or unusual abilities in visual or performing arts.

The district will develop a written plan of instruction for talented and gifted students in accordance with law. that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);

2. Identifies and assesses special talented and gifted programs and services available in the district;

3. States goals related to providing such programs and services, including timelines for achievement;

4. Describes the programs and services intended to accomplish stated goals;

5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;

6. Describes how the district will evaluate progress of the plan; and

7. States the name and contact information for the district’s talented and gifted coordinator.¹ 

¹ For the list of complete requirements of the plan, see ORS 343.397(1).
7-8. All required written course statements Talented and gifted personalized education plans shall identify the academic instructional programs and services which accommodate the assessed levels of advanced learning and accelerated rates of learning in identified talented and gifted (TAG) students.

{The district shall submit such plan to the Oregon Department of Education (ODE) as directed.}

{The plan will be provided at the school or the district office, when requested, and will be published on the district’s website. The district website shall provide the name and contact information of the district’s coordinator of special education and programs for talented and gifted.} {The district will annually report the name and contact information of the district’s TAG coordinator to ODE.}

{The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.}

Complaints regarding programs and/or services can be filed in accordance with {Board Policy KL – Public Complaints, beginning at [Step 2]. The superintendent or designee may choose to convene a committee in making a decision.} {the procedure in the accompanying administrative regulation, IGBB-AR – Complaints Regarding the Talented and Gifted Program and/or Services.}

END OF POLICY

Legal Reference(s):

ORS 343.391 - 343.401
ORS 343.405
ORS 343.396
ORS 343.397
ORS 343.404
ORS 343.407
ORS 343.409
ORS 343 - 343.413

OAR 581-022-022-2325
-022-2330
-022-2370
-022-2500-1310 to 1330
Identification - Talented and Gifted**

In order to serve academically talented and intellectually gifted (“TAG”) students in grades K through 12, the district Board directs the superintendent [or designee] [after due consideration of the input of staff, parents and the community] to establish an [a] written identification process. This process of identification shall include at a minimum:

1. Use of evidence-based best practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional intellectual gifts and talents from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.

2. Behavioral, learning and/or performance and/or achievement that is relevant to information.

3. A nationally standardized mental ability test for assistance in the identification of TAG intellectually gifted students under ORS 343.395.

4. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.

5. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:

   a. Students who are racially/ethnically diverse;
   b. Students experiencing disability;
   c. Students who are culturally and/or linguistically diverse;
   d. Students experiencing poverty; and
   e. Students experiencing high mobility.

6. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

7. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.
The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

8. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through [Board policy KL - Public Complaints and begin at [Step 2] or with the superintendent [or designee]] [the accompanying administrative regulation, IGGBA-AR—Appeal Procedure for Talented and Gifted Student Identification and Placement**].

After exhausting the district’s appeal procedure and receiving the district’s final decision, a parent may appeal the decision to the Deputy State Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

ORS 343.395
ORS 343.407
ORS 343.409
ORS 343.411
OAR 581-021-0030
OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

Cross Reference(s):

IGBBC - Programs and Services - Talented and Gifted Students

Identification - Talented and Gifted** – IGGBA 2-2
DELETE PER LINDA SEEBERG

Programs and Services - Talented and Gifted Students**

(Note: recommend deleting this policy if adopting the proposed language in the previous policies.)

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels of advanced learning and accelerated rates of learning in identified talented and gifted (TAG) students. The superintendent will remove any administrative barriers that may exist which restrict a student’s access to appropriate services and will develop program and service options.

Programs and services will be in place for K-12.

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as TAG and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as TAG. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district’s administrative office and on the home page of the district’s website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

OAR 581-022-2325
OAR 581-022-2330

OAR 581-022-2370
OAR 581-022-2500

Cross Reference(s):

IGBBA - Identification - Talented and Gifted
Code: CBC
Adopted: 10/21/97
Revised/Readopted: 7/09/08; 6/22/16

Superintendent’s Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment, such as compensation, benefits and other conditions. The Board may not issue a contract that includes terms which direct the superintendent to take any action that conflicts with a local, state or federal law that applies to the district, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration at a time. The contract shall automatically expire at the end of its term. The Board may, however, elect to issue a subsequent contract at any time for up to an additional three years at any time.

The compensation and benefits for the position of superintendent will be fixed by the Board and, based upon the responsibilities required of the superintendent in performing their duties. The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent’s employment, either by the Board or the superintendent, will also be set forth in the superintendent’s employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

[The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.]

For a period of one year after termination of the contract, the superintendent may not:

---

1 The term “superintendent” includes an interim superintendent.

2 “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

3 Also includes taking any action that conflicts with law that applies to education services districts.
1. Purchase property or surplus property owned by the district or public charter school; or

2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

END OF POLICY

Legal Reference(s):

ORS 332.432 ORS 342.549 OAR 584-005-0005(51)
ORS 332.505 ORS 342.815

Senate Bill 1521 (2022)

Cross Reference(s):

CB - Superintendent
CBA – Qualifications and Duties of the Superintendent
CBB - Recruitment and Appointment of the Superintendent
CBG – Evaluation of the Superintendent
Electronic Data Management

The superintendent or designee will provide for the preparation, and maintenance and retention of district records and reports and other records and reports as are required by law.

If a record is a public record then it may be subject to retention requirements based on the content of the message. Records shall not be destroyed if they have been requested under the Public Records Law or if they are part of litigation, even if their retention period has expired.

Employees will retain and destroy electronic records will be kept in accordance with the Oregon Archives Division records retention schedule. Employees should consult the retention schedule to determine the retention period of the record.

“Retention schedule” means a general schedule published by the State Archivist in Oregon Administrative Rule (OAR) Chapter 166 in which certain common public records are described or listed by title and a minimum retention period is established for each.

The district’s retention system is to retain records [that are part of the network and email system] [by scanning, saving and/or filing them] [administrative regulations as prescribed in an electronic filing system] [and deleting them from the email account], administrative regulation EH-AR—Electronic Data Management.

The district will comply with all other state and federal laws and regulations concerning the custody and maintenance of public records.

[“Retention schedule” means a general schedule published by the State Archivist in Oregon Administrative Rule (OAR) Chapter 166 in which certain common public records are described or listed by title and a minimum retention period is established for each.]

END OF POLICY

Legal Reference(s):

ORS 192.001 - 192.431
ORS 192.650
ORS 326.565 – 326.580
ORS 336.184 – 336.187
ORS 166-400-0010 - 166-400-0065
ORS 581-015-2300
ORS 581-022-2260
ORS 581-022-2305
ORS 581-023-0006
ORS 581-053-0070
Cross Reference(s):

DIC - Financial Reports and Statements
DIE - Audits
DJ - District Purchasing
EBBB - Injury/Illness Reports
EF - Management of Nutrition Services
GBL - Personnel Records
IGBAB/JO - Education Records/Records of Students with Disabilities
JO/IGBAB - Education Records/Records of Students with Disabilities
Research

District staff employees are encouraged to participate in research for and experimentation in the development and improvement of education. Staff who propose an employee plans to engage in a research, e.g., project during the work day or using school resources or students either for study toward advanced work or for use in classroom instruction, using district resources or students, will submit a proposal to the superintendent [principal] for approval prior to commencing such research. If approved, and the study results in material or practices which may be useful to other district staff, such will be reviewed by the administration and may be made available for distribution throughout the district as determined by administration. For the protection of all concerned, privacy rights of students or other individuals involved in such research projects must be protected in accordance with IDEA and FERPA.

Projects and research conducted by district employees during the workday and/or using district resources and equipment are the property of the district.

Research which is conducted by or for a nondistrict individual or organization employee must be approved by the superintendent [or designee].

END OF POLICY

Legal Reference(s):

ORS 332.107

Instructional Assistants

Instructional assistants shall be hired by The Board, upon recommendation of the superintendent, shall hire instructional assistants.

All instructional assistants must:

1. Have a high school diploma or the equivalent;

2. Be at least 18 years of age or older; and

3. Have standards of moral character as required of teachers; and,

3.4. Maintain a high level of confidentiality.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Title IA
Instructional assistants who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or

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1 “Instructional assistant” means a classified school employee who does not require a license to teach, who is employed by a school district or education service district and whose assignment consists of and is limited to assisting a licensed teacher in accordance with the rules established by the TSPC.

2 Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.
2. Obtained an associate’s or higher degree; or

3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

3.4. Maintain a high level of confidentiality.

The district [will] [will not] require individuals newly hired as Title IA instructional assistants who have met another district’s academic assessment to meet the district’s academic assessment standards.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor or related service provider with instruction and/or support. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation or parent and family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the district or teacher as substitute teachers. The responsibility for classroom supervision remains with the teacher at all times.

END OF POLICY

Legal Reference(s):

ORS 332.107  ORS 342.120  OAR 581-037-0005 - 0025
ORS 332.505  OAR 581-022-2400(2)  OAR 584-005-0005(20),(28)

Date: June 23, 2023  
To: Redmond School District Board and Finance Committee  
From: Kathy Steinert, Director of Fiscal Services  
Subject: Financial Reports for May 2023

General Fund Revenues

Year-to-date revenues through May 31, 2023 are $83,464,962 or 101.0% of budget. On a percentage basis, this is slightly lower than 2021-22 year-to-date revenues which were 102.0% of budget. Year-to-date revenues are higher than the prior year by $5,134,994 or 6.6%, due to an increase in year-to-date Formula Revenue of $3,810,411, or 5.0%, the recognition of lease purchase receipts of $351,138 related to the inception of a new Kyocera copier lease and an increase in interest income of $1,022,418. Interest income for the Local Government Investment Pool (LGIP) and First Interstate Bank is recorded in the General Fund and allocated to other funds at the end of the fiscal year. The projection for interest income in the General Fund is $806,100 which is a $674,500 increase over 2021-22 interest income due primarily to a one-year increase in LGIP rates from 1.15% to 4.05%.

Total year-to-date Formula Revenue of $80,650,325 is 100.4% of budget versus prior year-to-date Formula Revenue which was 102.6% of budget. Formula Revenue, the primary funding source for General Fund operations, is the combination of local property tax revenues and the State School Fund General Purpose Grant, the total of which is equalized at the state level and distributed based on extended ADMw. The District’s current year-to-date actual SSF distribution was based on total estimated 2022-23 ADMw of 8,140.34. This is 46.63 ADMw lower than the preliminary extended ADMw upon which the budget was based – 8,186.97. However, the actual General Purpose Grant per ADMw, $9,632, is 2.0% higher than the General Purpose Grant per ADMw upon which the Formula Revenue budget was based.
Year-to-date expenditures through May 31, 2023 are $67,648,893 or 72.5% of budget. On a percentage of budget basis, that is lower than the year-to-date expenditures in 2021-22 which were 73.6% of budget.

Compensation-related costs increased by $2,366,294, or 4.9%, compared to the prior year. For 2022-23, compensation costs increased as follows: (1) a Cost of Living Adjustment (COLA) for all employee groups, (2) a 0.5% base salary increase for Licensed employees, (3) step increases for teachers and support staff, and (4) a $50 increase in the monthly health insurance contribution for eligible employees. The COLA increases were 2.5% for Administrative employees, 2.5% for Licensed employees and 3.0% for Classified employees. Year-to-date salaries are $2,175,408, or 6.9%, higher than 2021-22. Related payroll costs are only $190,886, or 1.2% higher than 2021-22, primarily due to a decrease in PERS expenditures year-over-year of $345,370, or 4.7%, due to a reduction in rates of 2.45 percentage points as a result of the District’s issuance of Pension Obligation Bonds in August 2021.

Purchased Services costs have increased by $1,536,480, or 13.3%, compared to 2021-22. Online curriculum costs for RSDFlex were paid with federal COVID-19 relief in 2021-22. This year, those costs have returned to the General Fund and are contributing $485,861 to the increase in expenditures. Utilities expenditures have increased by $267,773, or 19.4%, primarily due to higher costs for natural gas and propane. Instruction Services (substitutes) costs have increased by $260,396, or 32.6%, compared to 2021-22. In 2021-22, the District paid our share of SRO costs to the City of Redmond Police from the HDESD’s Local Service Plan. This year’s costs, paid from the General Fund, are $207,053 of the increase. Non-Instructional Professional & Technical Services costs have increased by $111,489, due primarily to moving payment for officials for athletic events into the General Fund in 2022-23.

Supplies and Materials costs have decreased $274,131, or 9.9%, compared to 2021-22. Computer Hardware decreased by $420,543 due the fact that the 2021-22 HS Chromebook Refresh was partially funded by the General Fund in 2021-22. Electronic Curriculum Materials decreased by $127,661 due to funding current year costs with federal ESSER III COVID-19 relief funds. These decreases were offset by various increases in Consumable Supplies (+$113,314), Computer Software (+$88,520), and Non-Consumable Items (+$34,455).
## FY 2022-23 Year-to-Date Actual versus Budget through May 31, 2023
### General Fund - Revenues

#### June 28, 2023 School Board Meeting

<table>
<thead>
<tr>
<th></th>
<th>FY 2021-22 through May 31, 2022</th>
<th>FY 2022-23 through May 31, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Revenue Budget</strong></td>
<td><strong>Actual Revenue Collected</strong></td>
<td><strong>Revenue Budget Not Received</strong></td>
</tr>
<tr>
<td><strong>% Collected</strong></td>
<td><strong>% Not Received</strong></td>
<td><strong>% Not Received</strong></td>
</tr>
<tr>
<td><strong>Beginning Fund Balance</strong></td>
<td>$9,555,600</td>
<td>$9,555,630</td>
</tr>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Sources</td>
<td>$30,442,600</td>
<td>$29,862,067</td>
</tr>
<tr>
<td>Intergovernmental</td>
<td>$420,200</td>
<td>$352,617</td>
</tr>
<tr>
<td>State Sources</td>
<td>$45,951,200</td>
<td>$47,995,269</td>
</tr>
<tr>
<td>Federal Sources</td>
<td>$16,300</td>
<td>$120,014</td>
</tr>
<tr>
<td>Other Sources</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$76,830,300</td>
<td>$78,329,968</td>
</tr>
<tr>
<td><strong>Total Resources</strong></td>
<td>$86,385,900</td>
<td>$87,885,597</td>
</tr>
</tbody>
</table>

#### FY 2022-23 through May 31, 2023

<table>
<thead>
<tr>
<th><strong>Annual Revenue Budget</strong></th>
<th><strong>Actual Revenue Collected</strong></th>
<th><strong>% Collected</strong></th>
<th><strong>Revenue Budget Not Received</strong></th>
<th><strong>% Not Received</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Fund Balance</strong></td>
<td>$10,639,900</td>
<td>$10,799,779</td>
<td>102%</td>
<td></td>
</tr>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Sources</td>
<td>$32,332,800</td>
<td>$32,530,785</td>
<td>101%</td>
<td></td>
</tr>
<tr>
<td>Intergovernmental</td>
<td>$621,000</td>
<td>$358,326</td>
<td>58% 262,674</td>
<td>42%</td>
</tr>
<tr>
<td>State Sources</td>
<td>$49,299,100</td>
<td>$50,209,012</td>
<td>102%</td>
<td></td>
</tr>
<tr>
<td>Federal Sources</td>
<td>$23,200</td>
<td>$15,700</td>
<td>68% 7,500</td>
<td>32%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>$359,700</td>
<td>$351,138</td>
<td>98% 8,562</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$82,635,800</td>
<td>$83,464,962</td>
<td>101%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Resources</strong></td>
<td>$93,275,700</td>
<td>$94,264,741</td>
<td>101%</td>
<td></td>
</tr>
</tbody>
</table>
### FY 2021-22 through May 31, 2022

<table>
<thead>
<tr>
<th>Expenditures by Object:</th>
<th>Annual Expenditure Budget</th>
<th>Actual Expenditure</th>
<th>% Expended</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$41,296,300</td>
<td>$31,655,823</td>
<td>77%</td>
<td>$9,640,477</td>
<td>23%</td>
</tr>
<tr>
<td>Associated Payroll Costs</td>
<td>$22,345,800</td>
<td>$16,399,643</td>
<td>73%</td>
<td>$5,946,157</td>
<td>27%</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$12,674,000</td>
<td>$11,573,382</td>
<td>91%</td>
<td>$1,100,618</td>
<td>9%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$3,113,200</td>
<td>$2,765,315</td>
<td>89%</td>
<td>$347,885</td>
<td>11%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$39,900</td>
<td>$52,390</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Objects</td>
<td>$609,400</td>
<td>$501,656</td>
<td>82%</td>
<td>$107,744</td>
<td>18%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$1,313,000</td>
<td>$603,330</td>
<td>46%</td>
<td>$709,670</td>
<td>54%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$4,994,300</td>
<td>$-</td>
<td>0%</td>
<td>$4,994,300</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$86,385,900</strong></td>
<td><strong>$63,551,540</strong></td>
<td><strong>74%</strong></td>
<td><strong>$22,834,360</strong></td>
<td><strong>26%</strong></td>
</tr>
</tbody>
</table>

### FY 2022-23 through May 31, 2023

<table>
<thead>
<tr>
<th>Expenditures by Object:</th>
<th>Annual Expenditure Budget</th>
<th>Actual Expenditure</th>
<th>% Expended</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$44,680,000</td>
<td>$33,831,231</td>
<td>76%</td>
<td>$10,848,769</td>
<td>24%</td>
</tr>
<tr>
<td>Associated Payroll Costs</td>
<td>$22,655,000</td>
<td>$16,590,529</td>
<td>73%</td>
<td>$6,064,471</td>
<td>27%</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$14,521,700</td>
<td>$13,109,862</td>
<td>90%</td>
<td>$1,411,838</td>
<td>10%</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$4,332,400</td>
<td>$2,491,185</td>
<td>58%</td>
<td>$1,841,215</td>
<td>42%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$404,600</td>
<td>$400,647</td>
<td>99%</td>
<td>$3,953</td>
<td>1%</td>
</tr>
<tr>
<td>Other Objects</td>
<td>$656,200</td>
<td>$600,197</td>
<td>91%</td>
<td>$56,003</td>
<td>9%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$710,000</td>
<td>$625,242</td>
<td>88%</td>
<td>$84,758</td>
<td>12%</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>$67,648,893</strong></td>
<td><strong>73%</strong></td>
<td><strong>$25,626,807</strong></td>
<td><strong>27%</strong></td>
</tr>
</tbody>
</table>
## FY 2022-23 Appropriations vs. YTD May 31, 2023 Expenditures

**June 28, 2023 School Board Meeting**

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Actual Expenditures</th>
<th>Expenditures Under (Over) Appropriations</th>
<th>% to Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$52,683,200</td>
<td>$39,609,880</td>
<td>$13,073,320</td>
<td>75.2%</td>
</tr>
<tr>
<td>Support Services</td>
<td>$33,986,100</td>
<td>$26,900,108</td>
<td>$7,085,992</td>
<td>79.2%</td>
</tr>
<tr>
<td>Enterprise and Community Services</td>
<td>$65,000</td>
<td>$53,061</td>
<td>$11,939</td>
<td>81.6%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$482,900</td>
<td>$460,602</td>
<td>$22,298</td>
<td>95.4%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$710,000</td>
<td>$625,242</td>
<td>$84,758</td>
<td>88.1%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$5,348,500</td>
<td>-</td>
<td>$5,348,500</td>
<td></td>
</tr>
<tr>
<td>Total General Fund</td>
<td>$93,275,700</td>
<td>$67,648,893</td>
<td>$25,626,807</td>
<td>72.5%</td>
</tr>
<tr>
<td><strong>Debt Service Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service</td>
<td>$21,823,700</td>
<td>$15,779,670</td>
<td>$6,044,030</td>
<td>72.3%</td>
</tr>
<tr>
<td>PERS UAL Bond Lump Sum Payment to PERS</td>
<td>$1,000,000</td>
<td>$1,000,000</td>
<td>-</td>
<td>100.0%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$2,141,700</td>
<td>-</td>
<td>$2,141,700</td>
<td></td>
</tr>
<tr>
<td>Total Debt Service Fund</td>
<td>$24,965,400</td>
<td>$16,779,670</td>
<td>$8,185,730</td>
<td>67.2%</td>
</tr>
<tr>
<td><strong>Capital Projects Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Acquisition and Construction Services</td>
<td>$27,696,700</td>
<td>$17,591,939</td>
<td>$10,104,761</td>
<td>63.5%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$8,054,100</td>
<td>-</td>
<td>$8,054,100</td>
<td></td>
</tr>
<tr>
<td>Total Capital Projects Fund</td>
<td>$35,750,800</td>
<td>$17,591,939</td>
<td>$18,158,861</td>
<td>49.2%</td>
</tr>
<tr>
<td><strong>Special Revenue Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition Services</td>
<td>$3,196,400</td>
<td>$2,070,464</td>
<td>$1,125,936</td>
<td>64.8%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$812,800</td>
<td>-</td>
<td>$812,800</td>
<td></td>
</tr>
<tr>
<td>Total Nutrition Service</td>
<td>$4,009,200</td>
<td>$2,070,464</td>
<td>$1,938,736</td>
<td>51.6%</td>
</tr>
<tr>
<td><strong>Asset Replacement Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>$889,700</td>
<td>$395,928</td>
<td>$493,772</td>
<td>44.5%</td>
</tr>
<tr>
<td>Facilities Acquisition and Construction Services</td>
<td>$228,900</td>
<td>$173,590</td>
<td>$55,310</td>
<td>75.8%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$248,800</td>
<td>$248,689</td>
<td>$111</td>
<td>100.0%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$1,043,900</td>
<td>-</td>
<td>$1,043,900</td>
<td></td>
</tr>
<tr>
<td>Total Asset Replacement Funds</td>
<td>$2,411,300</td>
<td>$818,207</td>
<td>$1,593,093</td>
<td>33.9%</td>
</tr>
<tr>
<td><strong>Grant Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$10,188,000</td>
<td>$7,524,072</td>
<td>$2,663,928</td>
<td>73.9%</td>
</tr>
<tr>
<td>Support Services</td>
<td>$6,039,800</td>
<td>$4,662,812</td>
<td>$1,376,988</td>
<td>77.2%</td>
</tr>
<tr>
<td>Community Services</td>
<td>$190,400</td>
<td>$97,917</td>
<td>$92,483</td>
<td>51.4%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$5,000</td>
<td>-</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>Apportionment of Funds by LEA</td>
<td>$1,374,600</td>
<td>$1,069,776</td>
<td>$304,824</td>
<td>77.8%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$131,600</td>
<td>-</td>
<td>$131,600</td>
<td></td>
</tr>
<tr>
<td>Total Grant Programs</td>
<td>$17,929,400</td>
<td>$13,354,577</td>
<td>$4,574,823</td>
<td>74.5%</td>
</tr>
<tr>
<td><strong>Fee Supported Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$1,603,300</td>
<td>$1,222,598</td>
<td>$380,702</td>
<td>76.3%</td>
</tr>
<tr>
<td>Support Services</td>
<td>$246,200</td>
<td>$149,385</td>
<td>$96,815</td>
<td>60.7%</td>
</tr>
<tr>
<td>Enterprise Community Services</td>
<td>$601,400</td>
<td>$449,210</td>
<td>$152,190</td>
<td>74.7%</td>
</tr>
<tr>
<td>Transfers</td>
<td>$6,500</td>
<td>-</td>
<td>$6,500</td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$2,372,400</td>
<td>-</td>
<td>$2,372,400</td>
<td></td>
</tr>
<tr>
<td>Total Fee Supported Programs</td>
<td>$4,829,800</td>
<td>$1,821,193</td>
<td>$3,008,607</td>
<td>37.7%</td>
</tr>
<tr>
<td>Description</td>
<td>Appropriations</td>
<td>Actual Expenditures</td>
<td>Under (Over) Appropriations</td>
<td>% to Budget</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>----------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Internal Service Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Insurance Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>$1,176,000</td>
<td>$1,027,658</td>
<td>$148,342</td>
<td>87.4%</td>
</tr>
<tr>
<td>Contingency</td>
<td>$639,200</td>
<td>$ -</td>
<td>$639,200</td>
<td></td>
</tr>
<tr>
<td><strong>Total Insurance Fund</strong></td>
<td>$1,815,200</td>
<td>$1,027,658</td>
<td>$787,542</td>
<td>56.6%</td>
</tr>
<tr>
<td><strong>TOTAL APPROPRIATIONS</strong></td>
<td>$184,986,800</td>
<td>$121,112,601</td>
<td>$63,874,199</td>
<td>65.5%</td>
</tr>
<tr>
<td>Plus: Unappropriated Balance</td>
<td>$87,900</td>
<td>$ -</td>
<td>$87,900</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ALL FUNDS</strong></td>
<td>$185,074,700</td>
<td>$121,112,601</td>
<td>$63,962,099</td>
<td>65.4%</td>
</tr>
<tr>
<td><strong>TOTAL ALL FUNDS LESS CONTINGENCY AND UNAPPROPRIATED BALANCE</strong></td>
<td>$164,442,600</td>
<td>$121,112,601</td>
<td>$43,329,999</td>
<td>73.7%</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
- Ricketts - Terrebonne: $30,800

**TOTAL UNAPPROPRIATED BALANCE**

$87,900
# Redmond School District

## Statement of Revenues and Expenditures

**FY 2022-23 Projection as of June 23, 2023**

### General Fund - Operations

#### Revenues:

<table>
<thead>
<tr>
<th></th>
<th>Adopted Working Budget</th>
<th>Annual Projection - June 23, 2023</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>$ 30,893,000</td>
<td>$ 30,946,300</td>
<td>$ 53,300 0.2%</td>
<td>$ 60,100 0.2%</td>
</tr>
<tr>
<td>Common School Fund</td>
<td>$ 910,900</td>
<td>$ 887,100</td>
<td>$(23,800) -2.6%</td>
<td>-</td>
</tr>
<tr>
<td>County School Fund</td>
<td>$ 177,000</td>
<td>$ 100,000</td>
<td>$(77,000) -43.5%</td>
<td>-</td>
</tr>
<tr>
<td>State School Fund</td>
<td>$ 48,351,900</td>
<td>$ 49,765,500</td>
<td>$ 1,413,600 2.9%</td>
<td>-</td>
</tr>
<tr>
<td>Total Formula Revenue</td>
<td>$ 80,332,800</td>
<td>$ 81,698,900</td>
<td>$ 1,366,100 1.7%</td>
<td>$ 60,100 0.1%</td>
</tr>
<tr>
<td><strong>Earnings on Investments</strong></td>
<td>$ 272,800</td>
<td>$ 806,100</td>
<td>$ 533,300 195.5%</td>
<td>$ 76,800 10.5%</td>
</tr>
<tr>
<td><strong>Local Sources - Other</strong></td>
<td>$ 2,030,200</td>
<td>$ 2,084,700</td>
<td>$ 54,500 2.7%</td>
<td>$ 6,200 0.3%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$ 82,635,800</td>
<td>$ 84,589,700</td>
<td>$ 1,953,900 2.4%</td>
<td>$ 143,100 0.2%</td>
</tr>
</tbody>
</table>

#### Expenditures:

**Salaries, Payroll Costs and Benefits:**

<table>
<thead>
<tr>
<th></th>
<th>Adopted Working Budget</th>
<th>Annual Projection - June 23, 2023</th>
<th>Favorable / (Unfavorable) Budget Variance</th>
<th>Prior Projection Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certified</td>
<td>$ 25,991,100</td>
<td>$ 25,092,300</td>
<td>$ 898,800 3.5%</td>
<td>$ 27,600 0.1%</td>
</tr>
<tr>
<td>Classified</td>
<td>$ 11,676,200</td>
<td>$ 10,814,500</td>
<td>$ 861,700 7.4%</td>
<td>$ 6,000 0.1%</td>
</tr>
<tr>
<td>Administrators and supervisors</td>
<td>$ 4,886,400</td>
<td>$ 4,852,600</td>
<td>$ 33,800 0.7%</td>
<td>$ 500 0.0%</td>
</tr>
<tr>
<td>All other salaries</td>
<td>$ 2,126,400</td>
<td>$ 2,017,800</td>
<td>$ 108,600 5.1%</td>
<td>$ 9,400 0.5%</td>
</tr>
<tr>
<td><strong>Total Salaries</strong></td>
<td>$ 44,680,100</td>
<td>$ 42,777,200</td>
<td>$ 1,902,900 4.3%</td>
<td>$ 43,500 0.1%</td>
</tr>
<tr>
<td><strong>Payroll Costs and Benefits:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERS</td>
<td>$ 9,567,800</td>
<td>$ 8,764,400</td>
<td>$ 803,400 8.4%</td>
<td>$ 17,900 0.2%</td>
</tr>
<tr>
<td>Medical Insurance</td>
<td>$ 9,098,100</td>
<td>$ 8,571,500</td>
<td>$ 526,600 5.8%</td>
<td>$ 7,300 0.1%</td>
</tr>
<tr>
<td>Payroll Taxes</td>
<td>$ 3,893,000</td>
<td>$ 3,621,900</td>
<td>$ 271,100 7.0%</td>
<td>$ 3,400 0.1%</td>
</tr>
<tr>
<td>Other PR Costs &amp; Benefits</td>
<td>$ 96,000</td>
<td>$ 79,000</td>
<td>$ 17,000 17.7%</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total Payroll Costs and Benefits</strong></td>
<td>$ 22,654,900</td>
<td>$ 21,036,800</td>
<td>$ 1,618,100 7.1%</td>
<td>$ 28,600 0.1%</td>
</tr>
</tbody>
</table>

**Total Salaries, Payroll Costs and Benefits:**

<table>
<thead>
<tr>
<th></th>
<th>Adopted Working Budget</th>
<th>Annual Projection - June 23, 2023</th>
<th>Favorable / (Unfavorable) Budget Variance</th>
<th>Prior Projection Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 67,335,000</td>
<td>$ 63,814,000</td>
<td>$ 3,521,000 5.2%</td>
<td>$ 72,100 0.1%</td>
</tr>
<tr>
<td><strong>Purchased Services</strong></td>
<td>$ 14,521,700</td>
<td>$ 14,282,300</td>
<td>$ 239,400 1.6%</td>
<td>$(56,000) -0.4%</td>
</tr>
<tr>
<td><strong>Consumable Supplies and Materials</strong></td>
<td>$ 4,332,400</td>
<td>$ 3,288,900</td>
<td>$ 1,043,500 24.1%</td>
<td>$ 27,800 0.8%</td>
</tr>
<tr>
<td><strong>Capital Outlay</strong></td>
<td>$ 404,600</td>
<td>$ 449,300</td>
<td>$(44,700) -11.0%</td>
<td>$(16,400) -3.8%</td>
</tr>
<tr>
<td><strong>Other Objects</strong></td>
<td>$ 656,200</td>
<td>$ 632,800</td>
<td>$ 23,400 3.6%</td>
<td>$(500) -0.1%</td>
</tr>
<tr>
<td><strong>Transfers</strong></td>
<td>$ 710,000</td>
<td>$ 704,800</td>
<td>$ 5,200 0.7%</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Non-Salary &amp; APC Expenditures</strong></td>
<td>$ 20,624,900</td>
<td>$ 19,358,100</td>
<td>$ 1,266,800 6.1%</td>
<td>$(45,100) -0.2%</td>
</tr>
</tbody>
</table>

**Total Expenditures:**

<table>
<thead>
<tr>
<th></th>
<th>Adopted Working Budget</th>
<th>Annual Projection - June 23, 2023</th>
<th>Favorable / (Unfavorable) Budget Variance</th>
<th>Prior Projection Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 87,959,900</td>
<td>$ 83,172,100</td>
<td>$ 4,787,800 5.4%</td>
<td>$ 27,000 0.0%</td>
</tr>
</tbody>
</table>

**Beginning Fund Balance**

<table>
<thead>
<tr>
<th></th>
<th>Adopted Working Budget</th>
<th>Annual Projection - June 23, 2023</th>
<th>Favorable / (Unfavorable) Budget Variance</th>
<th>Prior Projection Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 10,639,900</td>
<td>$ 10,799,800</td>
<td>$ 159,900 1.5%</td>
<td>-</td>
</tr>
</tbody>
</table>

**Net Operating Surplus / (Deficit)**

<table>
<thead>
<tr>
<th></th>
<th>Adopted Working Budget</th>
<th>Annual Projection - June 23, 2023</th>
<th>Favorable / (Unfavorable) Budget Variance</th>
<th>Prior Projection Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$(5,324,100)</td>
<td>$ 1,417,600</td>
<td>$ 6,741,700 126.6%</td>
<td>$ 170,100 13.6%</td>
</tr>
</tbody>
</table>

**Projected Ending Fund Balance**

<table>
<thead>
<tr>
<th></th>
<th>Adopted Working Budget</th>
<th>Annual Projection - June 23, 2023</th>
<th>Favorable / (Unfavorable) Budget Variance</th>
<th>Prior Projection Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 5,315,800</td>
<td>$ 12,217,400</td>
<td>$ 6,901,600 129.8%</td>
<td>$ 170,100 1.4%</td>
</tr>
</tbody>
</table>

**Total Ending Fund Balance as a % of Revenue**

<table>
<thead>
<tr>
<th></th>
<th>Adopted Working Budget</th>
<th>Annual Projection - June 23, 2023</th>
<th>Favorable / (Unfavorable) Budget Variance</th>
<th>Prior Projection Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Favorable / (Unfavorable) Prior Projection Variance**

<table>
<thead>
<tr>
<th></th>
<th>Adopted Working Budget</th>
<th>Annual Projection - June 23, 2023</th>
<th>Favorable / (Unfavorable) Budget Variance</th>
<th>Prior Projection Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Summary of Investment Holdings

**May 31, 2023**

<table>
<thead>
<tr>
<th>Shares/Par Value</th>
<th>Cusip</th>
<th>Yield</th>
<th>Asset Description</th>
<th>Maturity</th>
<th>Amortized Cost</th>
<th>Unit Value</th>
<th>Fair Value</th>
<th>Unrealized Gain/Loss (1)</th>
<th>Interest Paid</th>
<th>Accrued Interest</th>
<th>% Investments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>U.S. Government Agencies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,000,000.00</td>
<td>313384HE2</td>
<td></td>
<td>Federal Home Loan Discount Note</td>
<td>6/22/2023</td>
<td>$982,741</td>
<td>$997,436</td>
<td>$14,695</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>5.14%</td>
</tr>
<tr>
<td>1,200,000.00</td>
<td>313384HT9</td>
<td></td>
<td>Federal Home Loan Discount Note</td>
<td>7/5/2023</td>
<td>$1,182,453</td>
<td>$1,194,354</td>
<td>$11,901</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>6.15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total U.S. Government Agencies</strong></td>
<td></td>
<td>$2,165,194</td>
<td>$2,191,790</td>
<td>$26,596</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>11.29%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>U.S. Treasury Bills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3,300,000.00</td>
<td>912796X53</td>
<td>4.46%</td>
<td>U.S. Treasury Bills</td>
<td>6/15/2023</td>
<td>$3,241,788</td>
<td>0.9980</td>
<td>$3,293,441</td>
<td>$51,653</td>
<td>$ -</td>
<td>$ -</td>
<td>16.97%</td>
</tr>
<tr>
<td>1,300,000.00</td>
<td>912797GH4</td>
<td>4.94%</td>
<td>U.S. Treasury Bills</td>
<td>8/22/2023</td>
<td>$1,280,470</td>
<td>0.9883</td>
<td>$1,284,775</td>
<td>$4,305</td>
<td>$ -</td>
<td>$ -</td>
<td>6.62%</td>
</tr>
<tr>
<td></td>
<td>912796CS6</td>
<td>4.97%</td>
<td>U.S. Treasury Bills</td>
<td>9/28/2023</td>
<td>$2,458,333</td>
<td>0.9833</td>
<td>$2,458,220</td>
<td>$(113)</td>
<td>$ -</td>
<td>$ -</td>
<td>12.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total U.S. Government Agency Securities</strong></td>
<td></td>
<td>$6,980,591</td>
<td>0.9980</td>
<td>$7,036,436</td>
<td>$55,845</td>
<td>$ -</td>
<td>$ -</td>
<td>36.25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Realized Gain on Matured Investments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$167,890</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total Investments held with Zion Bank</strong></td>
<td></td>
<td>$9,145,785</td>
<td>0.9980</td>
<td>$9,228,226</td>
<td>$82,441</td>
<td>$167,890</td>
<td>$ -</td>
<td>47.55%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>OR Local Government Investment Pool</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.45% - 3.75% LGIP - 2021 GO Bonds Investment</td>
<td></td>
<td>$9,947,017</td>
<td>0.9980</td>
<td>$9,947,017</td>
<td>$197,017</td>
<td>$ -</td>
<td></td>
<td>51.25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Working Capital - Pooled Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.25% - 3.75% Pooled - LGIP and First Interstate Bank</td>
<td></td>
<td>$233,979</td>
<td>0.9980</td>
<td>$233,979</td>
<td>$16,004</td>
<td>$80,911</td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total Series 2021 GO Bond Proceeds Investments</strong></td>
<td></td>
<td>$19,326,782</td>
<td>0.9980</td>
<td>$19,409,223</td>
<td>$82,441</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Series 2021 GO Bond Proceeds Investment Revenue $463,352

(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 6/30/2022 - Interest allocations for pooled funds are performed during fiscal year end procedures.
Board Members in Attendance: Chair Michael Summers, Vice Chair Liz Goodrich, Director Keri Lopez, Director Eric Lea, Director Alice DeWittie

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

Corrections, Additions, Deletions or Questions Regarding the Agenda
Vice Chair Goodrich moved to add to the agenda a discussion regarding how letters should be handled that are submitted for citizen comment. Director DeWittie seconded the motion. Motion carried, 5-0.

Student Showcase
Ridgeview High School students Irie and Brody, demonstrated their pottery spinning skills and shared their stories about how the class, taught by Brian Manselle, has positively influenced their high school career.

Citizen Comment
Monica Huey – Thanked the board members for their time and dedication, and running respectful campaigns.

HMK End of Month Report – Chad Franke
Vern Patrick Addition
- Wrapping up with the punch list
- This summer will finish landscaping and replace the failing parking lot
- Coming in under budget, even with a number of unforeseen issues

Tom McCall/Elton Gregory Annex
- Wrapping up with final punch list
- This summer will replace and update the ADA portion of the parking lot

Hugh Hartman
- This summer the HVAC system will be upgraded (dry side)

Redmond High School
- This summer portions of the roof will be replaced in areas that are leaking
- A portion of the HBAC system will be upgraded (wet side), the remainder will be done next summer
The CTE wing will have its own stand-alone system
A portion of the budget savings from the McCall/EGMS Annex and Vern Patrick will go to this project

Seismic Projects
- Received a seismic grant for Tumalo Community School
- Design RFP’s will be going out for both Tumalo and John Tuck projects

Safety and Security – District-wide
- Preparing for camera and access control installations this summer
- Five school buildings will need entrance modifications to create safe vestibules
- A portion of the budget savings from the McCall/EGMS Annex and Vern Patrick will go to this project

Citizen Comment Submitted in Writing
Policy BDDH – Public Participation in Board Meetings does not address citizen comment submitted in writing. The Board agreed to take the policy to the Policy Committee and update it to include that citizen comment submitted in writing will be added to the agenda packet, but not read aloud at the meeting by the Board. If the person submitting the letter, can attend and read their letter themselves. Comments do not have to pertain to agenda items.

CTE Investments
David Burke explained that the District targeted $200,000 of ESSER III COVID-relief Funds to spend on updates and enhancements for District Career and Technical Education (CTE). After a comprehensive process in which teachers submitted proposals for funding that were reviewed by a committee of District and CTE Consortium administrators, several projects were approved for funding. Capital expenditures for fixed assets (equipment or facilities expenses that exceed $5,000) using ESSER funds require approval from the Oregon Department of Education (ODE). Capital expenditures for fixed assets using ESSER funds that exceed $25,000 require school board review and approval according to the approval process set forth by ODE.

The following two projects to update equipment and facility for Redmond High School CTE programming, specifically for agriculture and construction technology, require an outlay of ESSER III funds that exceeds $25,000 for each project:

1. The use of ESSER III funds for the purchase of a metal garage/cover for construction technology at Redmond High School at a cost of $30,000.

2. The use of ESSER III funds for the purchase of 10 welders for the Redmond High School Ag Shop at a total cost of $58,000.

Cory O’Neill, Alan Wheeler, and Audrey Haugan explained the purchases in detail.

Chair Summers moved that the Redmond Board of Directors approve $58,000 in ESSER III Funds for the purchase of 10 welders for the Agriculture shop and $30,000 in ESSER III Funds for the purchase of a metal garage cover for Construction Technology. Director Lea seconded the motion. Motion carried, 5-0.
Alternative Learning Options – Annual Evaluation
Kathy McCollum, High Desert ESD, presented her annual evaluation of the District’s alternative learning options, which include RPA and COIC Redmond Skill Center. A written statement from the District’s business office confirms that for fiscal year 2022-23 the ALO and charter school providers have submitted financial and enrollment information as required, and are in compliance with their contracts regarding expenditures. McCollum reports RPA and COIC have met the conditions set forth in their respective contracts. Dr. Jon Bullock, RPA, Patrick Jordan and Dustin Gurley, COIC, highlighted their programs and the options they provide to students.

**Vice Chair Goodrich moved to recommend that the Redmond School Board of Directors accept the report as written. I further recommend that the Redmond School Board approve a new contract for the 2023-24 school year with COIC Redmond Skills Center. (RPA has a 10-year contract with the District.) Director DeWittie seconded the motion. Motion carried, 5-0.**

High School English Language Arts Adoption Proposal
At the last meeting, Stacy Stockseth presented the Board with the core curriculum for 9-12th grade ELA, Savvas my Perspectives ELA. Stacy is requesting approval for adoption at this meeting. In addition to the core curriculum, we are requesting approval of adoption of Galeria, for grades 6-8 as Language Arts curriculum for the Dual Language Program. Also, there are three individual teacher requested materials:
- Sociology: A Down to Earth Approach, for grades 10-12 as elective curriculum
- AP Government: Story of a Nation, for grade 12 as elective AP curriculum
- Various plays for grades 9-12 as elective drama curriculum

The public outreach for the above curriculum as announced on KBND morning news, posted on the website, posted on social media, a press release was sent to all local news agencies and shared with staff and families, and published by KTVZ, Newsbreak, and KBND. Estimated reach of 10k people.

**Director Lopze moved to approve the Savva myPerspectives ELA curriculum for 9-12th grade. Director DeWittie seconded the motion. Motion carried, 5-0.**

English Language Development Curriculum Adoption Postponement
Stephanie Wilcox and Alishia Anderson explained that the elementary Language Arts curriculum adoption is currently in process. The team will be extending the adoption process timeline to be completed and instructional materials recommended during the 2023-24 school year. The LA adoption committee includes elementary teachers, ELD and Title IA specialists, building and district administrators and two school board members.

The Title III (English Learners and Immigrant Youth) team is recommending the adoption of English Language Development (ELD) curriculum be postponed to the 2023-24 school year to be in alignment with the current elementary Language Arts curriculum adoption timeline and previous curriculum adoption cycle. A K-12 ELD Adoption Committee will be established in the fall of 2023 to review, pilot and recommend instructional materials. The committee will include elementary and secondary ELD specialists, administrators, and a School Board member.

**Vice Chair Goodrich moved that the Redmond School Board of Directors approve the postponement of the English Language Development curriculum adoption and Language Arts curriculum adoption for grades K-5 to the 2023-24 school year. Chair Summers seconded the motion. Motion carried, 5-0.**
Resolution 23:180 – Transfer Appropriations
Kathy Steinert presented a resolution to transfer appropriations in the General Fund, Grant Programs Fund and Fee Supported Programs Fund for the Fiscal Year 2022-23 Budget. The appropriation and contingency transfers in the Fiscal Year 2022-23 budget are required to provide for the expenditure of funds not anticipated at the time the budget was adopted.

Director Lea moved to approve Resolution 23:180, a resolution to transfer appropriations in the General Fund, Grant Programs Fund and Fee Supported Programs Fund for the Fiscal Year 2022-23 Budget. Director DeWittie seconded the motion. Motion carried, 5-0.

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

Policy Updates
- ACB – Every Student Belongs – Director Lopez suggested the District’s Equity Stance be removed from Policy ACB and added to Policy JBB – Educational Equity. Vice Chair Goodrich agrees to remove the stance from ACB only if it is added to JBB.
- CPA – Layoff/Recall – Administrative Personnel – No changes.
- IKF – Graduation Requirements – No changes.
- IMB – Student Achievement Program – No changes.
- JHC – Student Health Services and Requirements – Director Lea requested to remove the second grayed optional paragraph starting with “The nurse(s) employed by the District...”.
- KBA – Public Records – No changes.
- KG – Community Use of District Facilities – No changes.

Superintendent Evaluation Summary
Chair Summers read the evaluation summary.

Superintendent & Board Reports
Superintendent Cline
- State superintendents met yesterday and announced $10.2 budget has passed the Ways and Means Committee, but can’t pass the full legislature until they have a quorum
- HB 819, regarding the abbreviated day, is up for a vote
- If a quorum is reestablished, it is most likely that only budget bills will be voted on and policy bills may not be voted on during this session
- Bargaining continues with both union groups
Director Lopez
- Attended awards ceremony at RVHS and senior recognition for student athletes
- Will attend policy committee next week
Vice Chair Goodrich
- Congratulations to Eric Lea and Keri Lopez on their election
- Bargaining continues, difficult to align with an unknown budget
- Attended the RPA graduation
Chair Summers
- Involved in the bargaining with the classified group, well thought out requests
- Attended the RPA graduation
• Looking forward to RHS and RVHS graduations
Director DeWittie
• Shout out to the math committee, great work and thinking
• Would like to honor our RSD families and staff on Memorial Day for those of them that have served
• Another shout out to the finance committee and the staff of the finance department – stellar work
Director Lea
• Would like to welcome Amanda Page to the board, but sad to be losing Alice
• Attended the City Council meeting regarding dispensaries, much opposition and contradictions

Director Lea moved to adjourn the meeting at 8:50 pm. Motion carried, 5-0.

__________________________________________
Michael Summers, Chair

__________________________________________
Gina Blanchette, Executive Assistant
The work session started at 5:30 pm.

**Board Governance Model**
Shay Mikalson and Peggy Kinkade presented a board governance model they used in the Bend La Pine School District when Shay was the superintendent and Peggy was the board chair. John Carver created the governance model. Bend La Pine focused on creating a governance policy, which includes their purpose, mission and goals. Then the focus was creating 12 executive limitation policies and a calendar to review of one executive limitation each month.

**DRAFT 2023-24 Board Meeting Schedule**
The Board was presented a draft meeting schedule. On June 28, the Board will discuss further the decision to schedule a meeting in July, or take July off, and vote on the calendar.

The work session ended at 7:25 pm.

________________________________________
Michael Summers, Chair

________________________________________
Gina Blanchette, Executive Assistant
### NEW HIRES:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Location</th>
<th>Date</th>
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<tbody>
<tr>
<td>Adonai Garcia</td>
<td>1.00</td>
<td>Custodian I</td>
<td>Facilities Department</td>
<td>7/3/2023</td>
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<tr>
<td>Brandi McClennen</td>
<td>1.00</td>
<td>Administrative Assistant II</td>
<td>John Tuck Elementary School</td>
<td>8/7/2023</td>
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### CHANGE OF STATUS:

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<tr>
<th>Name</th>
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<th>Prior Position</th>
<th>Date</th>
<th>Location</th>
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<tr>
<td>Marae Urell</td>
<td>1.00</td>
<td>Dispatcher</td>
<td>Transportation Support Specialist I (1.0)</td>
<td>8/3/2023</td>
<td>Transportation Department</td>
</tr>
<tr>
<td>Patricia Horn</td>
<td>1.00</td>
<td>Data Support Specialist II</td>
<td>Nutrition Services II (.69)</td>
<td>8/14/2023</td>
<td>Elton Gregory Middle School</td>
</tr>
<tr>
<td>Katherine Wood</td>
<td>0.94</td>
<td>Fan Advocate</td>
<td>McKinney-Vento Homeless Systems Navigator - Temporary (.75)</td>
<td>8/28/2023</td>
<td>District-Wide</td>
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<tr>
<td>Lauri Gottfried</td>
<td>0.94</td>
<td>Instructional Assistant III: ILS</td>
<td>Instructional Assistant III: ILS - Temporary (.94)</td>
<td>8/28/2023</td>
<td>Terrebonne Community School</td>
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### RESIGNATIONS:

<table>
<thead>
<tr>
<th>Name</th>
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<th>Position</th>
<th>Location</th>
<th>Date</th>
<th>Employment Length</th>
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<tr>
<td>Theresa Peterson</td>
<td>0.88</td>
<td>Instructional Assistant III: ILS</td>
<td>Obsidian Middle School</td>
<td>5/18/2023</td>
<td>5 years, 1 month</td>
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<tr>
<td>Melanie Hill</td>
<td>0.44</td>
<td>Instructional Assistant II: Academic Support</td>
<td>Sage Elementary School</td>
<td>6/14/2023</td>
<td>15 years</td>
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<tr>
<td>Dana Hayden</td>
<td>0.50</td>
<td>Instructional Assistant II: Academic Support - Title</td>
<td>MA Lynch Elementary School</td>
<td>6/16/2023</td>
<td>2 years, 3 months</td>
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<tr>
<td>Lori Landsiedel</td>
<td>0.94</td>
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<td>MA Lynch Elementary School</td>
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<td>2 years, 8 months</td>
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<td>Richard Johnson</td>
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<td>Bus Driver</td>
<td>Transportation Department</td>
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<td>7 years</td>
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<td>Erin Sweet</td>
<td>0.94</td>
<td>Instructional Assistant III: Student Success/BRYT</td>
<td>Redmond High School</td>
<td>6/16/2023</td>
<td>1 year</td>
</tr>
<tr>
<td>Brent Yeakey</td>
<td>0.94</td>
<td>Instructional Assistant III: Student Success/BRYT</td>
<td>Ridgeview High School</td>
<td>6/16/2023</td>
<td>1 year</td>
</tr>
<tr>
<td>Elizabeth Edie</td>
<td>0.88</td>
<td>Instructional Assistant III: ILS - Temporary</td>
<td>Sage Elementary School</td>
<td>6/16/2023</td>
<td>5 months</td>
</tr>
<tr>
<td>Heidi Gonzalez</td>
<td>0.50</td>
<td>Administrative Assistant II</td>
<td>Hugh Hartman Elementary School</td>
<td>6/16/2023</td>
<td>2 years</td>
</tr>
<tr>
<td>Lisa Lopez</td>
<td>1.00</td>
<td>Transportation Assistant Trainer</td>
<td>Transportation Department</td>
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<tr>
<td>Alyssa Anderson</td>
<td>0.88</td>
<td>Instructional Assistant III: ILS - Temporary</td>
<td>Tumalo Community School</td>
<td>6/16/2023</td>
<td>6 months</td>
</tr>
<tr>
<td>Lynnea Andersen</td>
<td>0.94</td>
<td>CNA: Certified Nursing Assistant - Temporary</td>
<td>Ridgeview High School</td>
<td>6/16/2023</td>
<td>6 months</td>
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<tr>
<td>Karina Hernandez</td>
<td>0.44</td>
<td>Instructional Assistant II: EL/OL</td>
<td>Hugh Hartman Elementary School</td>
<td>6/16/2023</td>
<td>1 year</td>
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<tr>
<td>Kimberly Mercer</td>
<td>1.00</td>
<td>Data Support Specialist I: Attendance</td>
<td>Ridgeview High School</td>
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<td>4 months</td>
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<td>Kesia Larson</td>
<td>0.69</td>
<td>Community Liaison</td>
<td>Hugh Hartman Elementary School</td>
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<td>2 years</td>
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<td>Linda Olson</td>
<td>1.00</td>
<td>Library Technician</td>
<td>Elton Gregory Middle School</td>
<td>6/19/2023</td>
<td>3 years</td>
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<tr>
<td>Megan Newton</td>
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<td>Data Support Specialist II - Temporary</td>
<td>Elton Gregory Middle School</td>
<td>6/30/2023</td>
<td>6 months</td>
</tr>
<tr>
<td>Name</td>
<td>FTE</td>
<td>Position</td>
<td>Location</td>
<td>Date</td>
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<tr>
<td>Carolyn Lester</td>
<td>1.00</td>
<td>Computer Lab Assistant</td>
<td>MA Lynch Elementary School</td>
<td>6/19/2023</td>
<td>5 years</td>
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<tr>
<td>Marjorie &quot;Kay&quot; Crafton</td>
<td>1.00</td>
<td>Data Support Specialist I: Attendance</td>
<td>Elton Gregory Middle School</td>
<td>6/23/2023</td>
<td>47 years</td>
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**HR Director Signature & Date:**

[Signature]

Page 62 of 93
## Licensed Personnel - Consent Agenda

### June 28, 2023

#### CHANGE OF STATUS:

<table>
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<tr>
<th>Name</th>
<th>FTE</th>
<th>New Position/Building</th>
<th>Prior Position</th>
<th>Date</th>
<th>Previous Location</th>
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<tr>
<td>Rebecca Becker</td>
<td>1.00</td>
<td>Temporary position ending at the end of the 2022/23 school year</td>
<td>Teacher: Advanced Math</td>
<td>6/19/2023</td>
<td>Ridgeview High School</td>
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<tr>
<td>Austin Crook</td>
<td>1.00</td>
<td>Temporary position ending at the end of the 2022/23 school year</td>
<td>Teacher: Social Studies</td>
<td>6/19/2023</td>
<td>Elton Gregory Middle School</td>
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<tr>
<td>Tim Conley</td>
<td>0.75</td>
<td>Temporary position ending at the end of the 2022/23 school year</td>
<td>Teacher: Science</td>
<td>6/19/2023</td>
<td>Redmond High School</td>
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<tr>
<td>Benjamin Randall</td>
<td>1.00</td>
<td>Temporary position ending at the end of the 2022/23 school year</td>
<td>Teacher: Language Arts</td>
<td>6/19/2023</td>
<td>Elton Gregory Middle School</td>
</tr>
<tr>
<td>Kaia Seiffert</td>
<td>1.00</td>
<td>Temporary position ending at the end of the 2022/23 school year</td>
<td>Teacher: ILS</td>
<td>6/19/2023</td>
<td>Tumalo Community School</td>
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<tr>
<td>Robert Spear</td>
<td>1.00</td>
<td>Temporary position ending at the end of the 2022/23 school year</td>
<td>Teacher: CTE / Credit Recovery</td>
<td>6/19/2023</td>
<td>Redmond High School</td>
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<td>Steve West</td>
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<td>Temporary position ending at the end of the 2022/23 school year</td>
<td>Teacher: General Science</td>
<td>6/19/2023</td>
<td>Redmond High School</td>
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<tr>
<td>Keri Trulsen</td>
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<td>Temporary position ending at the end of the 2022/23 school year</td>
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<td>6/19/2023</td>
<td>Sage Elementary School</td>
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<tr>
<td>Alysa Williams</td>
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<td>Vern Patrick Elementary School</td>
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<td>Tiffany Wortman Smith</td>
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<td>Temporary position ending at the end of the 2022/23 school year</td>
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<td>6/19/2023</td>
<td>M.A. Lynch Elementary School</td>
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<tr>
<td>Michelle Zumpano</td>
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<td>Temporary position ending at the end of the 2022/23 school year</td>
<td>Teacher: Advanced Math</td>
<td>6/19/2023</td>
<td>Ridgeview High School</td>
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<tr>
<td>Erin Wolfe</td>
<td>1.00</td>
<td>Testing Specialist /District Office</td>
<td>TOSA: IEP Specialist</td>
<td>8/28/2023</td>
<td>District Office</td>
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<tr>
<td>Jessica Pickens</td>
<td>1.00</td>
<td>ELD Newcomer/Dual Language Specialist / District Office</td>
<td>Teacher: Title 1A Reading Specialist</td>
<td>8/28/2023</td>
<td>Hugh Hartman Elementary</td>
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<tr>
<td>Doug Taylor</td>
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<td>Elementary Principal/ Vern Patrick Elementary</td>
<td>Assistant Principal</td>
<td>7/1/2023</td>
<td>Redmond High School</td>
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<tr>
<td>Autumn Curtis</td>
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<td>Teacher: Language Arts / Social Studies / Obsidian Middle School</td>
<td>Classroom Teacher</td>
<td>8/28/2023</td>
<td>Tumalo Community School</td>
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<tr>
<td>Whitney Cheng</td>
<td>1.00</td>
<td>TOSA: Instructional Autism Coach / District Office</td>
<td>Teacher: Student Success Clinician / Coordinator</td>
<td>8/28/2023</td>
<td>John Tuck Elementary</td>
</tr>
</tbody>
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#### RESIGNATIONS:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>Position</th>
<th>Location</th>
<th>Date</th>
<th>Employment Length</th>
</tr>
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<tbody>
<tr>
<td>Lynn Ibarra</td>
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<td>Teacher: Special Education - ILS</td>
<td>Obsidian Middle School</td>
<td>6/19/2023</td>
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<tr>
<td>Alison Renzi</td>
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<td>Teacher: Special Education - ILS</td>
<td>Elton Gregory Middle School</td>
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<td>1 Year</td>
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<tr>
<td>Bari Nixson</td>
<td>1.00</td>
<td>Director of Secondary Special Education</td>
<td>District Office</td>
<td>6/30/2023</td>
<td>1 Year</td>
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<td>Lynn Pickens</td>
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<td>Teacher: Special Education - ERC</td>
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<td>1.5 Years</td>
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<td>Lela Murchison</td>
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<td>Speech and Language Pathologist</td>
<td>Obsidian Middle School</td>
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<td>2 Years</td>
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<tr>
<td>Isabel Butler</td>
<td>1.00</td>
<td>Speech and Language Pathologist</td>
<td>Tom McCall Elementary School</td>
<td>6/19/2023</td>
<td>1 Year</td>
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<tr>
<td>Kacie Connell</td>
<td>1.00</td>
<td>Teacher: Language Arts</td>
<td>Elton Gregory Middle School</td>
<td>6/19/2023</td>
<td>1 Year</td>
</tr>
<tr>
<td>Megan L'Etoile</td>
<td>1.00</td>
<td>Teacher: Art</td>
<td>Ridgeview High School</td>
<td>6/19/2023</td>
<td>3 Years</td>
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<tr>
<td>Mark Blanchard</td>
<td>1.00</td>
<td>Teacher: Social Studies</td>
<td>Elton Gregory Middle School</td>
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<td>10 Years</td>
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<td>Danielle Aziz</td>
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<td>LeeAnn Ross</td>
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<td>Classroom Teacher</td>
<td>Sage Elementary School</td>
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<td>8 Years</td>
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<td>Benjamin Johnston</td>
<td>1.00</td>
<td>Dean of Students</td>
<td>Obsidian Middle School</td>
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<tr>
<td>Logan Asling</td>
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<td>Teacher: Science</td>
<td>Redmond High School</td>
<td>6/19/2023</td>
<td>6 Years</td>
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<tr>
<td>Talitha Grey</td>
<td>1.00</td>
<td>Teacher: Special Education</td>
<td>M.A. Lynch</td>
<td>6/19/2023</td>
<td>8 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>Jan White</td>
<td>1.00</td>
<td>Title 1A Reading Specialist</td>
<td>Vern Patrick Elementary School</td>
<td>6/30/2023</td>
<td>20 Years</td>
</tr>
<tr>
<td>Lisa Clark</td>
<td>1.00</td>
<td>Classroom Teacher</td>
<td>Sage Elementary School</td>
<td>6/19/2023</td>
<td>29 Years</td>
</tr>
<tr>
<td>Barry Braunsch</td>
<td>1.00</td>
<td>Teacher: Social Studies</td>
<td>Ridgeview High School</td>
<td>6/30/2023</td>
<td>32 Years</td>
</tr>
<tr>
<td>Deborah Johnson</td>
<td>1.00</td>
<td>Classroom Teacher</td>
<td>Tumalo Community School</td>
<td>6/30/2023</td>
<td>6 Years</td>
</tr>
<tr>
<td>Katheryn Brant</td>
<td>1.00</td>
<td>Classroom Teacher</td>
<td>Tumalo Community School</td>
<td>6/30/2023</td>
<td>19 Years</td>
</tr>
<tr>
<td>Cindy Scholz</td>
<td>1.00</td>
<td>Teacher: Special Education-ILS</td>
<td>Tom McCall Elementary School</td>
<td>6/30/2023</td>
<td>32 Years</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>School</td>
<td>Date</td>
<td>Years</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------</td>
<td>-------------------------------</td>
<td>------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Kathryn Barker</td>
<td>Teacher: Special Education-ILS</td>
<td>StepUp</td>
<td>6/30/2023</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Mara Gould</td>
<td>Teacher: Special Education-ERC</td>
<td>Redmond Proficiency Academy</td>
<td>6/30/2023</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Lisa Rhoades</td>
<td>Counselor</td>
<td>MA Lynch Elementary</td>
<td>6/30/2023</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Cynthia Hopkins</td>
<td>Classroom Teacher: STEM</td>
<td>Hugh Hartman Elementary</td>
<td>6/30/2023</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

HR Director Signature & Date: 6/27/2023
**Gift to the District**

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

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

<table>
<thead>
<tr>
<th>School: Redmond High Athletics</th>
<th>Date: 5/24/2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description): Check from Energy Youth Basketball for Basketball Resources</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</td>
<td>Energy Youth Basketball</td>
</tr>
<tr>
<td>Address</td>
<td>PO Box 536</td>
</tr>
<tr>
<td>Address</td>
<td>Redmond, OR 97756</td>
</tr>
<tr>
<td>Approximate Value: $4,500.00</td>
<td></td>
</tr>
<tr>
<td>Designated Use (if any): Redmond HS Basketball Programs</td>
<td></td>
</tr>
<tr>
<td>Special Conditions (if any):</td>
<td></td>
</tr>
</tbody>
</table>
Gift to the District

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

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

**Date of Donation:** 06/01/2023

**School:** Redmond High School

**Description of Gift:** Check/Donation

**Designated Use (if any):** Redmond FFA- I Believe-2023

**Special Conditions (if any):** NONE

**Approximate Value:** $58,686.00

**Donor Name and Address:**

Redmond FFA Alumni Fundraising Account  
P.O. Box 1423  
Redmond, OR 97756

**ATT:** Ray Austin-FFA Alumni Treasurer
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:** 06/02/2023

**School:** Redmond High School

**Description of Gift:** Check/Donation

**Designated Use (if any):** MCJROTC Program

**Special Conditions (if any):** NONE

**Approximate Value:** $1,000.00

**Donor Name and Address:**

Art Horsell Deschutes Auxiliary To VFW Post 4108  
P.O. Box 1648  
Redmond, OR 97756

**ATT:** Accounting
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: 06/15/2023

School: Redmond High School

Description of Gift: Check/Donation

Designated Use (if any): MCJROTC Program

Special Conditions (if any): NONE

Approximate Value: $ 5,000.00

Donor Name and Address:

Redmond Executive Assoc. Foundation Inc.
2622 SW Glacier Pl., STE 180
Redmond, OR 97756

ATT: Accounting/Donations
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:** 06/19/2023

**School:** Redmond High School

**Description of Gift:** Check/Donation

**Designated Use (if any):** Welding Tech

**Special Conditions (if any):** NONE

**Approximate Value:** $2,500.00

**Donor Name and Address:**

Pipe Arc Solutions, LLC
Western Welding Academy
PO Box 1478
Gillette, WY 82717

**ATT:** Tyler/Donations
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:</th>
<th>RHS</th>
<th>Date:</th>
<th>6/11/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift (Description):</td>
<td>Maple Baseball bats (5) for graduating seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donors(s)--include sufficient information for the Board to respond, especially company and/or individual name and address:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Ryan Notziger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>3832 SW 58th St.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>Redmond OR 97756</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximate Value:</td>
<td>$500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designated Use (if any):</td>
<td>Gifts to graduating seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Conditions (if any):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gift to the District - KH-AR
## 2022-23 Summary of Contributions and Donations

<table>
<thead>
<tr>
<th>Contribution Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Co-Curricular Programs</td>
<td>$125,939.01</td>
</tr>
<tr>
<td>Family Access Network</td>
<td>$82,301.88</td>
</tr>
<tr>
<td>High School Athletics</td>
<td>$68,905.17</td>
</tr>
<tr>
<td>FFA Alumni Assoc Donation</td>
<td>$58,686.00</td>
</tr>
<tr>
<td>Smith Rock Electric Donation to Jaqua Field</td>
<td>$32,000.00</td>
</tr>
<tr>
<td>Laura Bush Foundation - Library Books</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Redmond Assembly of God - John Tuck Playground</td>
<td>$21,000.00</td>
</tr>
<tr>
<td>High School Co-Curricular</td>
<td>$20,546.00</td>
</tr>
<tr>
<td>High School Student Activities</td>
<td>$12,992.43</td>
</tr>
<tr>
<td>Gene Haas Foundation - CTE Grant</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Middle School Co-Curricular Programs</td>
<td>$10,603.25</td>
</tr>
<tr>
<td>Miscellaneous Mini-Grants</td>
<td>$8,640.83</td>
</tr>
<tr>
<td>AVID Grant from Nike Foundation</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>Hunter Holmes Scholarship Fund</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>Middle School Athletics</td>
<td>$5,733.14</td>
</tr>
<tr>
<td>General Fund - Mid Oregon Credit Union</td>
<td>$500.00</td>
</tr>
</tbody>
</table>

**Total Amount:** $496,847.71
All Students Belong

[Insert the district’s statement on equity if applicable.]

Redmond School District’s belief that Success is Possible for All Students is rooted in our commitment to educate all students and provide a welcoming, inclusive space for everyone. RSD does not tolerate nor condone racism of any kind and stands to support our students and families, and staff regardless of their race, color, national origin, gender, sexual orientation, disability, age, or religion. We seek to identify barriers that exist and to eliminate those barriers for our students and families. We deeply believe in our school system’s ability to create access and opportunities that benefit each student.

We acknowledge the cultural and institutional barriers to success that people of color experience in our country. The Redmond School District is committed to working with our community to examine our practices and create a productive path forward for every child. We don’t yet have all the answers and the right words but the Board believes that we have to start somewhere. We also believe that this work will require our whole community. As outlined in our District Continuous Improvement Plan, developed this fall, it is our district’s intention to develop a District Equity Task Force to work in partnership with team members, students, parents, local businesses, law enforcement, city officials and other local leaders to address systemic barriers that prevent our students from success. Additionally, as also outlined in our CIP, the Board will proceed with the adoption of an Equity policy to anchor and guide our work moving forward.

The work ahead will not be easy. It will require uncomfortable conversations and difficult decisions. We pledge to work with our new superintendent to bring about the positive change our community needs and that our students, family, and staff deserve.

Our Commitment to Educational Equity
The Redmond School District is committed to fostering a welcoming, safe, inclusive and barrier-free educational environment for everyone. Each student is ensured equitable access to a high quality education with the necessary supports that reflect their individual needs, strengths, and interests in order to thrive.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.
All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means nooses\(^1\), symbols of neo-Nazi ideology\(^2\), a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including the noose, swastika, or confederate flag\(^2\), and whose display:

1. Is reasonably likely to cause a substantial disruption of the Confederacy, or material interference with school activities; or

2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The district prohibits the use or display of any symbols of hate\(^3\) on school property\(^4\) or in an education program\(^5\), service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned with state standards of education for public schools to the Oregon State Standards.

[In responding to the use of any symbols of hate or bias incidents, the district will use non-disciplinary remedial action whenever appropriate.]

The district prohibits retaliation against an individual\(^6\) because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual who has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation.

\(^1\) [The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).]

\(^2\) While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

\(^3\) {Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the district document why the district feels that the presence of these symbols will cause a “material and substantial interference with schoolwork or discipline” or collide “with the rights of other students to be secure and be let alone.” These reasons may include previous incidents, current conditions in the schools and other factors.}

\(^4\) “School property” means any property under the control of the district.

\(^5\) “Education program” includes any program, service, school or activity sponsored by the district.

\(^6\) {ORS 659.852 prohibits retaliation only against students. Other statutes (and other complaint procedures) prohibit retaliation against staff and others for reporting or providing information regarding a complaint or investigation.}
Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

ORS 659.850
ORS 659.852
OAR 581-002-0005
OAR 581-022-2312
OAR 581-022-2370

House Bill 2697 (2021)
House Bill 3041 (2021)
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

Cross Reference(s):

AC - Nondiscrimination
GBEA - Workplace Harassment
GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff
GBN/IBA - Sexual Harassment
JBA/GBN - Sexual Harassment
JFCF - Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student
Layoff/Recall - Administrative Personnel

The policy applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934. The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process along with license, seniority, qualifications, merit and/or competence. Performance includes recent experience, additional training and additional educational attainments. Merit includes the measurement of one administrator’s ability and effectiveness against the ability and effectiveness of another administrator.

The Board desires/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district’s schools.

Prior to initial development of a recall procedure for administrators, the Board superintendent or designee will consult with the employees or a designated representative of the employees covered by this policy.

The district will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 342.934

† Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.
Graduation Requirements**

The Board establishes graduation requirements for the awarding of a high school standard diploma, a university diploma, advanced diploma, modified diploma, an extended diploma and an alternative certificate, which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student’s parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;  
2. Homeless;  
3. A runaway;  
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;  
5. A child of a migrant worker; or  
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an educational program in this state, another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state or country, district or public charter school.

---

1 As defined in ORS 30.297.

2 “Educational program in this state” means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.
Credit and Non-Credit Diploma Requirements

1. A Redmond School District University Diploma will be awarded to each student who has completed all state and local requirements for 26 units of credit.

2. A Redmond School District Standard Diploma will be awarded to each student who has completed all state and local requirements for 24 units of credit.

3. A Redmond School District Modified Diploma will be awarded to each student who has completed all state and local requirements for a modified diploma and 24 units of credit. Modifications may be considered through an individualized education program (IEP) or a Section 504 Plan.

4. A Redmond School District Extended Diploma will be awarded to each student who has completed all state and local requirements for an extended diploma and 12 units of credit.

5. A Redmond School District Alternative Certificate will be awarded to each student who has demonstrated the inability to meet the requirements of other diploma options offered in the Redmond School District and will be determined on a student by student basis.

6. The Advanced Diploma option is available for students who meet University or Standard Diploma requirements and 27 college credits by the end of the senior year of high school. Credits may be earned through College Now or Expanded Options courses.

<table>
<thead>
<tr>
<th>Standard Diploma</th>
<th>University Diploma</th>
<th>Advanced Diploma</th>
<th>Modified Diploma</th>
<th>Extended Diploma</th>
<th>Alternative Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students are Eligible</td>
<td>All Students are Eligible</td>
<td>All Students are Eligible</td>
<td>Requires approval of a Modified Diploma Committee</td>
<td>Special Education Students</td>
<td>Students unable to satisfy diploma requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>24 Total Credits</th>
<th>26 Total Credits</th>
<th>24 Total Credits</th>
<th>12 Total Credits</th>
<th>Determined by school district</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4.0 English</td>
<td>• 4.0 English</td>
<td>• 3.0 English</td>
<td>• 2.0 English</td>
<td></td>
</tr>
<tr>
<td>• 3.0 Math *</td>
<td>• 4.0 Math *</td>
<td>• 2.0 Math</td>
<td>• 2.0 Math</td>
<td></td>
</tr>
<tr>
<td>• 3.0 Science</td>
<td>• 4.0 Science</td>
<td>• 2.0 Science</td>
<td>• 2.0 Science</td>
<td></td>
</tr>
<tr>
<td>• 3.0 Social S.</td>
<td>• 3.0 Social S.</td>
<td>• 2.0 Social S.</td>
<td>• 3.0 Social S.</td>
<td></td>
</tr>
<tr>
<td>• 1.0 PE</td>
<td>• 1.0 PE</td>
<td>• 1.0 PE</td>
<td>• 1.0 PE</td>
<td></td>
</tr>
<tr>
<td>• 1.0 Health</td>
<td>• 1.0 Health</td>
<td>• 1.0 Health</td>
<td>• 1.0 Health</td>
<td></td>
</tr>
<tr>
<td>• 2.0 World Language</td>
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<td>• 2.0 World Language</td>
<td>• 1.0 World Language/Art/Career Tech</td>
<td></td>
</tr>
<tr>
<td>• 2.0 Art/Career Tech</td>
<td>• 5.0 Other/Electives</td>
<td>• 1.0 World Language/Art/Career Tech</td>
<td>• 12.0 Other/Electives*</td>
<td></td>
</tr>
<tr>
<td>• 6.0 Other/Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists.

*The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).
Graduation Requirements** – IKF

3-8

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits\(^5\) which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in language arts (shall include the equivalent of one unit in written composition);

3. Three credits in science;

\(^5\) [If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.]

---

<table>
<thead>
<tr>
<th>Eligible Students</th>
<th>Standard Diploma</th>
<th>University Diploma</th>
<th>Modified Diploma</th>
<th>Extended Diploma</th>
<th>Alternative Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Content Area Credits</td>
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<td>26 Total Credits</td>
<td>24 Total Credits</td>
<td>12 Total Credits</td>
<td>12 Total Credits</td>
</tr>
<tr>
<td>4.0 English</td>
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<td>3.0 English</td>
<td>2.0 English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 Math*</td>
<td>4.0 Math*</td>
<td>2.0 Math</td>
<td>2.0 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 Science</td>
<td>4.0 Science</td>
<td>2.0 Science</td>
<td>2.0 Science</td>
<td></td>
<td></td>
</tr>
<tr>
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* Additional courses may be determined by school team.

Students unable to satisfy diploma requirements.

Determined by school district.

Students must participate in the Extended Measures Assessment.
4. Three credits in social sciences (including history, civics\(^6\), geography and economics (including personal finance));

5. One credit in health education;

6. One credit in physical education; and

7. Three credits in career and technical education, the arts or world languages\(^7\) (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student’s personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must\(^8\):

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

**Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;

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\(^6\) [Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451). [This is not required language at this time but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.]]

\(^7\) “World language” includes sign language, heritage language and languages other than a student’s primary language.

\(^8\) [The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).]
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

5. One credit in health education;

6. One credit in physical education; and

7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and

2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student’s assessment may adjust the administration of the assessment and/or the assessment’s achievement standard;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student’s progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student’s school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student’s anticipated exit from high school.

A student’s school team may decide to revise a modified diploma decision.

A student’s school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

**Extended Diploma**

Graduation Requirements** – IKF

5-8
An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
   a. Two credits in mathematics;
   b. Two credits in language arts;
   c. Two credits in science;
   d. Three credits in history, geography, economics or civics;
   e. One credit in health;
   f. One credit in physical education; and
   g. One credit in the arts or a world language.

2. Have a documented history of:
   a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
   b. A medical condition that creates a barrier to achievement; or
   c. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

**Alternative Certificates**

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

**Other District Responsibilities**

A student may satisfy graduation requirements in less than four years but not less than three. The district will award a diploma to a student fulfilling graduation requirements in less than four years if written consent is given by the student’s parent or guardian or by the student if they are 18 years of age or older or emancipated which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forward to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.
The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student’s parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student’s parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five or after a documented history to qualify for a modified diploma, an extended diploma, or an alternative certificate has been established, the district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student’s class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and/or services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate, or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma, or alternative certificate is contingent on the IEP team determining the student’s continued eligibility and special education services are needed.

Graduation Requirements** – IKF 7-8
Students and their parents will be notified of graduation and diploma requirements.

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student benchmark performance.

The district may not deny a diploma to a student who has opted out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out The act of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department’s Opt-out Form and submitting a student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the form to the district. Test Administration Manual or accompanying guidance; or results in a score that is invalid.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007 ORS 339.115 OAR 581-022-2010
ORS 329.045 ORS 339.505 OAR 581-022-2015
ORS 329.451 ORS 343.295 OAR 581-022-2020
ORS 329.479 OAR 581-021-0009 OAR 581-022-2025
ORS 332.107 OAR 581-022-0102
ORS 332.114 OAR 581-022-2000 OAR 581-022-2005
ORS 336.585 OAR 581-022-2050
ORS 336.590 OAR 581-022-2505

Test Administration Manual, published by the Oregon Department of Education.
Senate Bill 1522 (2022).

Cross Reference(s):

IKFA - Early Graduation
IKFB - Graduation Exercises
IL - Assessment Program

Oregon Department of Education page for: 30-day notice and opt-out form

Graduation Requirements** – IKF
8-8
Student Achievement Program

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. The district will accomplish this through continued evaluation and improvement of its programs.

Student achievement includes, but is not limited to, assessment results, student attendance, drop out rates, and diploma attainment.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that [engages the school community] [involves parents, students, teachers, school employees and community representatives from the demographic groups of their school population] in the district’s goal setting and continuous student achievement improvement program efforts.

The district’s program will be consistent with Oregon Department of Education requirements and will be reflected in individual school and district continuous improvement plans. The district will, in

In striving for continuous improvement, in student achievement, the Board will annually review the district improvement plan and individual school data on student achievement and prioritize, upon superintendent recommendation, the Board will allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

The superintendent or designee will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 329.095  ORS 332.107  OAR 581-022-2250
Student Health Services and Requirements

Although the district’s primary responsibility is to educate students, the student’s health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The district shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220.

The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as resource persons to teachers in securing appropriate information and materials on health-related topics.

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

Per ORS 336.201(3), in addition to the requirements listed above, it is encouraged to have one registered nurse or school nurse for every 750 students in the district.

The district may use the most cost effective means available to meet the above requirements.

Student Health Services and Requirements – JHC
providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.\(^1\)

The district shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules; 
2. Health appraisal to include screening for possible vision or hearing problems; and also scoliosis; 
3. Health counseling for students and parents when appropriate; 
4. Health care and first-aid assistance that are appropriately supervised and isolate sick or injured children from the student body; 
5. Control and prevention of communicable diseases as required by the Oregon Department of Human Services, Health Authority, Public Services and the Deschutes County Health Division, and the county health department; 
6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures; 
7. Services for students who are medically fragile or have special health care needs; 
8. Adaptation for students with special health needs; 
9. Integration of school health services with school health education programs.

The Board directs the district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of federal law, the Every Student Succeeds Act of 2015 (ESSA), the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their

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\(^1\) For additional delegation requirements, see OAR 851-047-0030.

\(^2\) The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.
students be exempt from participation in scoliosis, dental, vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

ORS 329.025           ORS 336.211           OAR 581-022-2220
ORS 336.201           OAR 581-022-2050           OAR 581-022-2225

Code: KBA
Adopted: 9/09/95
Revised/Readopted: 7/09/08; 4/04/12; 12/18/13; 2/22/17; 3/21/18
Orig. Code: KBA

Public Records**

“Public record” means any information that:

1. Is prepared, owned, used or retained by the district;

2. Is related to an activity, transaction or function of the district; and

3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent’s office.

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.1 “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer.2

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The Board’s official minutes, its written policies and its financial records will be available at the district office for inspection by any citizen desiring to examine them during hours when the district office is open.

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1 There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

2 In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.
All such information will be made available to individuals with disabilities in an accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the people’s right of the people to know about the programs and services of their schools and will make reasonable efforts every effort to disseminate information. Each principal about them. The superintendent is authorized permitted to use all means available means to keep parents and others in the particular school’s community members informed about the school’s programs and activities.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for persons with disabilities.

No records will be released for inspection by the public or any unauthorized persons – either by the superintendent or any other person designated as custodian for district records – if such disclosure would be contrary to the public interest, as described in state law.

Employee and volunteer personal addresses, personal electronic mail addresses, social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.363-368 and ORS 192.355(3). District electronic mail addresses assigned by the district to district employees are not exempt. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt.

The district will not disclose the identification badge or card of an employee without the employee’s written consent if the badge or card contains the employee’s photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

ORS 180.805  ORS Chapter 192  OAR 137-004-0800(1)

Public Records** – KBA 2-3


Community Use of District Facilities

The Board supports the community education concept, which encourages the use of school district facilities by community members for recreation, education and service activities. The Board believes that district educational and extracurricular programs shall have priority over other community uses and has directed the administration to develop regulations governing building and facility use by community groups and/or individuals.

The Board reserves the right to assess fees for community use of district facilities. Rates will be determined by the district building use committee and will be reviewed and updated as necessary. **Any non-approved use of school district property is prohibited.**

The following categories will be used to determine the priority for building and facility use:

**Class “A” Use:** Redmond School District Programs.

**Class “B” Use:** Youth Club sports programs; clubs must be recognized by the athletic directors (written approval required) within the Redmond School District as being an athletic program that benefits their programs. Proof of 501(c)(3) status shall be required.

**Class “C” Use:** Redmond School District approved partners and Redmond nonprofit programs as defined by committee. Said groups cannot act as agents for outside groups.

**Class “D” Use:** Government, education and non-profit organizations recognized under Section 501c of the Internal Revenue Service code or legitimately sheltered under the umbrella of another 501c organization who operate within the Redmond School District tax boundaries. Proof of 501(c)(3) status shall be required. Also covered are users engaged in charitable activities for which the entire proceeds (less expenses) will be donated to a government or non-profit organization as defined above.

**Class “E” Use:** All other users.

The facility user shall be solely responsible for bodily injury and personal damage arising out of use of the facility and agrees to indemnify and hold harmless the school district, its Board and staff against any and all claims. Proof of liability insurance may be required for Class D and Class E users.

The Board expects all users to treat the buildings and facilities with respect. A Building/Facility Use Application form must be submitted by the person or group to the school or facility administrator (or designee) for approval and can only be submitted after first registering through the district’s Facility Use
Review Committee or designee as an approved applicant. The users must agree to all administrative regulations as well as to the terms on the forms and any guidelines or rules specific to the building or facility. The original copy of the approved application will remain in the school/facility office, with copies distributed to the appropriate district staff and the applicant.

END OF POLICY

Legal Reference(s):

ORS Chapter 244
ORS 260.432
ORS 332.107
ORS 332.172

Cross Reference(s):

EDC/KGF - Authorized Use of District Equipment and Materials
KGF/EDC - Authorized Use of District Equipment and Materials
KI - Public Solicitation in District Facilities
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