

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT 8R, HERMISTON**

**There will be a Regular Meeting of the
Board of Education of the Umatilla County School District 8R
at Hermiston School District Offices
Boardroom
305 S.W. 11th Street.
Hermiston, Oregon 97838
Monday, November 17, 2025, 6:00 PM**

Rosa Cerda-Diaz
Executive Assistant to the
Superintendent and Board of Education

AGENDA

- 1. CALL TO ORDER REGULAR MEETING** *Vice Chair Luisi*
- 2. INTRODUCTORY ITEMS** *Vice Chair Luisi*
 1. Pledge of Allegiance
 2. Adoption of Agenda 3
 3. Approval of Minutes 4
- 3. COMMUNICATIONS AND ANNOUNCEMENTS**
 1. Student Board Representative *Miss Kari Bazan*
 2. Oregon School Employees Association *Ms. Chapman*
 3. Hermiston Association of Teachers *Mr. Robledo*
- 4. PUBLIC COMMENTS** *Vice Chair Luisi* **10**

Welcome. This is the time we reserve in our meeting for public comment.
According to Board Policy KL, any complaint regarding a specific employee of the Hermiston School District must be routed through the superintendent's office.
The Hermiston School District Board of Education accepts public comments virtually and in person. Members of the public wishing to address the board virtually submitted written statements or requests by 4:00 p.m. prior to this meeting.
Those wishing to address the board in person should stand and be recognized, then move forward to the microphone at the center table. Prior to making your comments, state your first and last name and school or topic. Please limit your comments to a maximum of three (3) minutes and address them to me.
Is there anyone here tonight who would like to address the board?
- 5. PRESENTATIONS AND RECOGNITIONS**
 1. Sandstone Middle School Update *Ms. Lori Browning* 11
- 6. REPORTS**
 1. Board of Education *Vice Chair Luisi*

Board of Education Goals

 1. Academic Achievement. Demonstrate continuous improvement in all measured areas for each student.
 2. Stewardship. Maintain sound fiscal stewardship of community resources consistent with board policy.

* Timing of agenda is not meant to be time specific. Instead, the time identified is for pacing purposes only. The Board of Education may modify the agenda and the order in which items are taken for consideration.

** Consent agenda items are considered for action as an entire group. Details for these items are available for public inspection at the District Office.

*** Members of the public are invited to address the Board of Education during Public Comments.

3. Community. Engage our diverse community in creating opportunities to advance student achievement.	
2. Business Office <i>Ms. Saul</i>	
1. Financial Reports	22
3. Superintendent's Office <i>Dr. Mooney</i>	
1. Enrollment Report	25
7. CONSENT ITEMS**	
1. Business Office	
1. Acceptance of Gifts	28
2. Policy Review	
1. Policy Reading	41
8. ACTION ITEMS	
1. OSBA Board Position	59
2. OSBA Legislative	66
3. SIA Grant Agreement	70
9. CALENDAR AND FUTURE ITEMS	
1. Future Agenda Item Discussion <i>Vice Chair Luisi</i>	
2. Calendar Review <i>Dr. Mooney</i>	99
10. ADJOURN	

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**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 17, 2025

SUPERINTENDENT'S RECOMMENDATION

2.0. INTRODUCTORY ITEMS

2.2. TOPIC: Adoption of the Agenda

It is recommended.

RECOMMENDATION:

. that the Board of Education adopts the agenda as presented.

Regular Meeting Minutes
UMATILLA COUNTY SCHOOL DISTRICT #8, HERMISTON
October 13, 2025, at 6:00 p.m.

1. CALL TO ORDER REGULAR MEETING

Vice Chair Bonnie Luisi called to order the regular meeting at 6:01 p.m. in the absence of Chair James Hurst.

Hermiston School Board members present: Ms. Bonnie Luisi, Ms. Teri Vander Stelt, Mr. Chris Elliott, Mr. Greg Jones, Mr. Phillip Spicerkuhn, and Mr. James Hurst (joined the meeting at 7:27 p.m.). Also, in attendance were Superintendent Dr. Tricia Mooney, Director of Business Services Katie Saul, and Executive Assistant to the Superintendent and Board Rosa Cerda-Diaz.

Absent Board Members: Ms. Lili Gomez

2. INTRODUCTORY ITEMS

2.1. Pledge of Allegiance

Vice Chair Bonnie Luisi led everyone in the pledge of Allegiance.

2.2. Adoption of Agenda

Mr. Chris Elliott made a motion to adopt the agenda as presented. The motion was seconded by Mr. Greg Jones and passed unanimously with a vote of 5-0.

2.3. Approval of Minutes

Mr. Greg Jones made a motion to approve the minutes of the Regular Meeting held on September 8, 2025, and the Special Meeting Minutes held on September 22, 2025. The motion was seconded by Mr. Chris Elliott and passed with a 5-0 vote.

3. COMMUNICATIONS AND ANNOUNCEMENTS

3.1. Student Board Representative

Ms. Kari Bazan, Student Representative, provided an update in student leadership activities at Hermiston High School for September 2025. She highlighted Homecoming Week as a showcase of school spirit and enthusiasm.

3.2. Oregon School Employees Association

OSEA President Ms. Chapman was not in attendance.

3.3.Hermiston Association of Teachers

HAT President Mr. Jonathan Robledo provided an update on recent teacher activities and events. He shared that he attended and enjoyed the Homecoming celebrations and presented the individuals from Ed Council. Mr. Robledo also highlighted upcoming events, including a New Member Dinner at Wild Horse scheduled for October 23rd and Treats on Main on October 31st. Additionally, Mr. Phillip Spicerkuhn and Mr. Greg Jones were invited to attend the HAT monthly meeting at Loma Vista Elementary School on November 13th at 4:10 p.m.

4. PUBLIC COMMENTS

No written comments were submitted prior to the meeting, nor were any requests made to address the board virtually. Additionally, no comments were made in person.

5. REPORTS

5.1.Board of Education

Board members reported on activities they participated in or attended since the last board meeting. Ms. Bonnie Luisi noted that several board members attended the OSBA Fall regional meeting in Pendleton, Oregon. Ms. Teri VanderStelt participated in Parents' Night at West Park Elementary and shared information about student reading incentives being offered. Mr. Greg Jones attended a football game, and Mr. Phillip Spicerkuhn was present at the Cross-Country event held at Sandstone Middle School.

5.2.Business Office

5.2.1.Financial Reports

Ms. Saul reviewed the revenue, expenditure, and ending fund balance reports for August 2025. Both the revenue and expenditure reports are green with an ending fund balance 10.01%.

5.3.Superintendent's Office

5.3.1.Enrollment Report

Dr. Mooney shared the enrollment report as of September 30, 2025.

5.3.2.Division 22 Compliance Report

Dr. Mooney provided the district's annual assurances of compliance with public school standards for the 2024-2025 school year.

6. STUDY ITEMS

6.1.Policy Review

The following first read policies were reviewed:

IGBHD	Program Exemptions (<i>Version 1</i>)
IGBHD	Program Exemptions (<i>Version 2</i>)
IKF	Graduation Requirements
JFCEB	Personal Electronic Devices and Social Media**
JFCEB-AR	Personal Communication Devices and Social Media
JFCEB R G1	Request for Personal Electronic Devices Exception
JFCEB G1	Personal Electronic Devices

7. CONSENT ITEMS**

7.1. Human Resources Department

Mr. Phillip Spicerkuhn made a motion to approve the consent items 7.1.1. through 7.2.1. The motion was seconded by Mr. Greg Jones and passed with a 5-0 vote.

7.1.1. Personnel Appointments

That the Board of Education approved the Retire-Rehire of the following employees:

NAME	POSITION
Janet Sexton	Mathematics Teacher

7.2. Business Office

7.2.1. Acceptance of Gifts

That the Board of Education accepts the following gifts:

<u>School/Program</u>	<u>Gift</u>	<u>Value</u>	<u>Donor</u>
West Park Elementary	General Use-Fund	\$110.65	Amer. Online Giving Foundation

8. CALENDAR AND FUTURE ITEMS

8.1. Future Agenda Item Discussion

No, future agenda item discussions were made.

8.2. Calendar Review

Dr. Mooney reviewed upcoming events and key dates on the calendar. She noted the following:

- *Odds & Ends* will meet at Delish at 8:00 a.m.
- Various sports events are scheduled.
- On Thursday, HAT meeting officers will meet with board officers at the district office.
- A work session for October 27; however, Dr. Mooney will not be in attendance, as she will be in Indianapolis for the FFA National Convention.

Vice Chair Luisi recessed the regular meeting at 7:27 p.m.

9. EXECUTIVE SESSION

9.1. ORS 192.660(2)(i)

The board convened in executive session under *ORS 192.660(2)(i)* To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee, or staff member who does not request an open hearing.

Chair Hurst reconvened the executive session at 8:48 p.m.

10. ADJOURN

With no further business, Chair Hurst adjourned the meeting at 8:48 p.m.

Date

Chairman

Superintendent/Clerk

Secretary

Special Meeting Minutes
UMATILLA COUNTY SCHOOL DISTRICT #8, HERMISTON
October 27, 2025, at 6:00 PM

1. CALL TO ORDER SPECIAL MEETING

Chair Hurst called to order the special meeting at 6:00 p.m.

Hermiston School Board members present: Mr. James Hurst, Ms. Bonnie Luisi, Ms. Teri Vander Stelt, Ms. Lili Gomez, Mr. Phillip Spicerkuhn, and Mr. Greg Jones (*joined the meeting at 6:06 p.m.*). Also, in attendance were Assistant Superintendent Jake Bacon in the absence of Superintendent Dr. Tricia Mooney. Executive Assistant to the Superintendent and Board Rosa Cerda-Diaz was also in attendance.

Absent Board members: Mr. Chris Elliott

2. INTRODUCTORY ITEMS

2.1. Pledge of Allegiance

Chair Hurst led everyone in the pledge of Allegiance.

2.2. Adoption of Agenda

Ms. Teri Vander Stelt made a motion to adopt the agenda as presented. The motion was seconded by Ms. Bonnie Luisi and passed unanimously with a vote of 5-0.

3. PUBLIC COMMENTS

No written comments were submitted prior to the meeting, nor were any requests made to address the board virtually. Chair Hurst read Board Policy KL to the members of the public that addressed concerns and complaints to The Hermiston School District Board of Education.

Description:

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Ms. Stacey Robledo addresses the board in person regarding the professional dress expectations within the Hermiston School District. Speaking on behalf of HAT (Hermiston Association of Teachers) members, Ms. Robledo shared concerns regarding the current restriction on the wearing of T-shirts by staff.

4. REPORTS (6:15 p.m.)

4.1. Board of Education

Mr. Phillip Spicerkuhn attended to the Drama production and was a great turn out. Ms. Teri Vander Stelt noted her appreciation that the site council started back up at the middle schools and will be quarterly with parents and administration. She also attended the Cross-Country meet.

5. STUDY ITEMS

5.1. Second Reading-Policies

The policies of the second reading were reviewed:

- IGBHD Program Exemptions (*Version 1*)
- IGBHD Program Exemptions (*Version 2*)
- IKF Graduation Requirements
- JFCEB Personal Electronic Devices and Social Media**
- JFCEB-AR Personal Communication Devices and Social Media
- JFCEB R G1 Request for Personal Electronic Devices Exception
- JFCEB G1 Personal Electronic Devices

6. CALENDAR AND FUTURE ITEMS

6.1. Future Agenda Item Discussion

Chair Hurst asked that any future agenda item to be sent by email as a written request for follow up.

6.2. Calendar Review

Mr. Bacon reviewed future calendars and upcoming events.

7. ADJOURN

Chair Hurst adjourned the meeting at 6:40 p.m.

Date

Chairman

Superintendent/Clerk

Secretary

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

PUBLIC COMMENT GUIDELINES

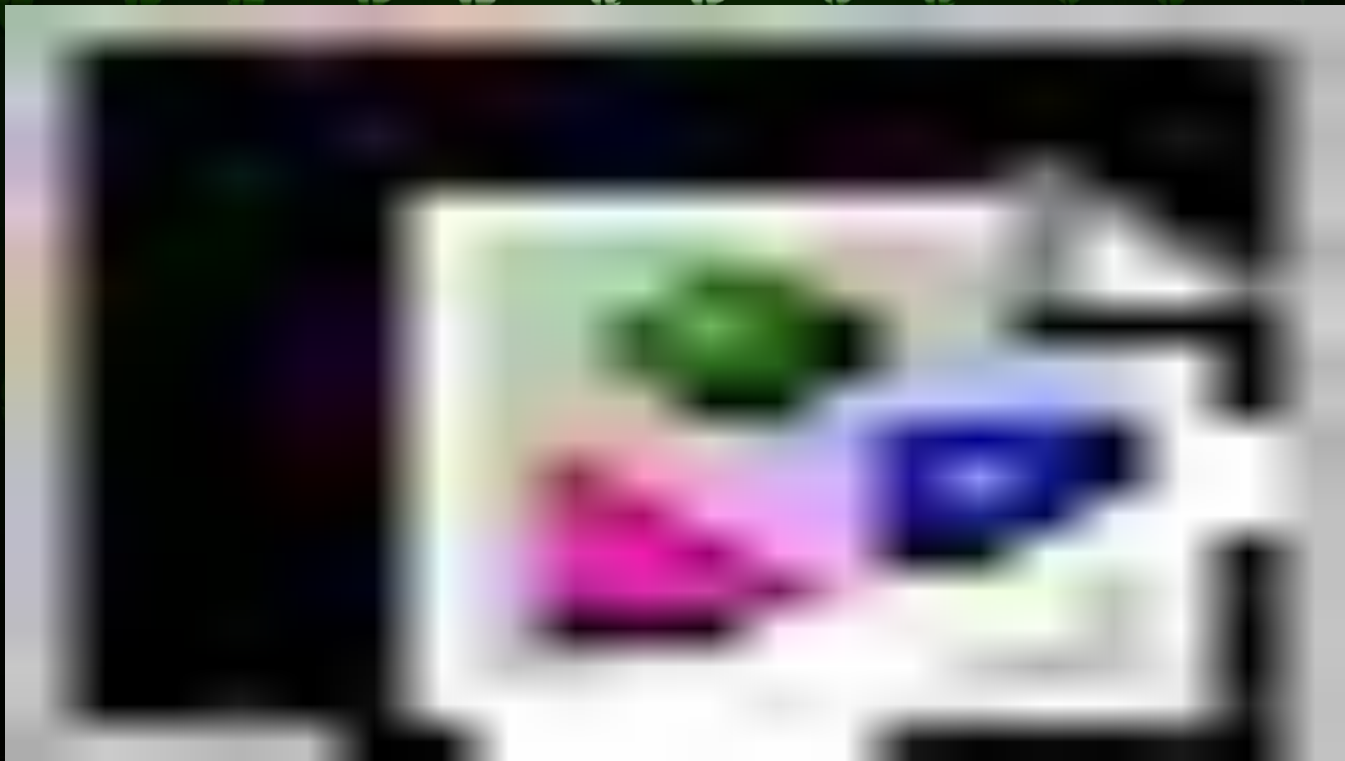
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Future Focused:
Building Knowledge & Skills for Tomorrow

Instructional Team Leaders

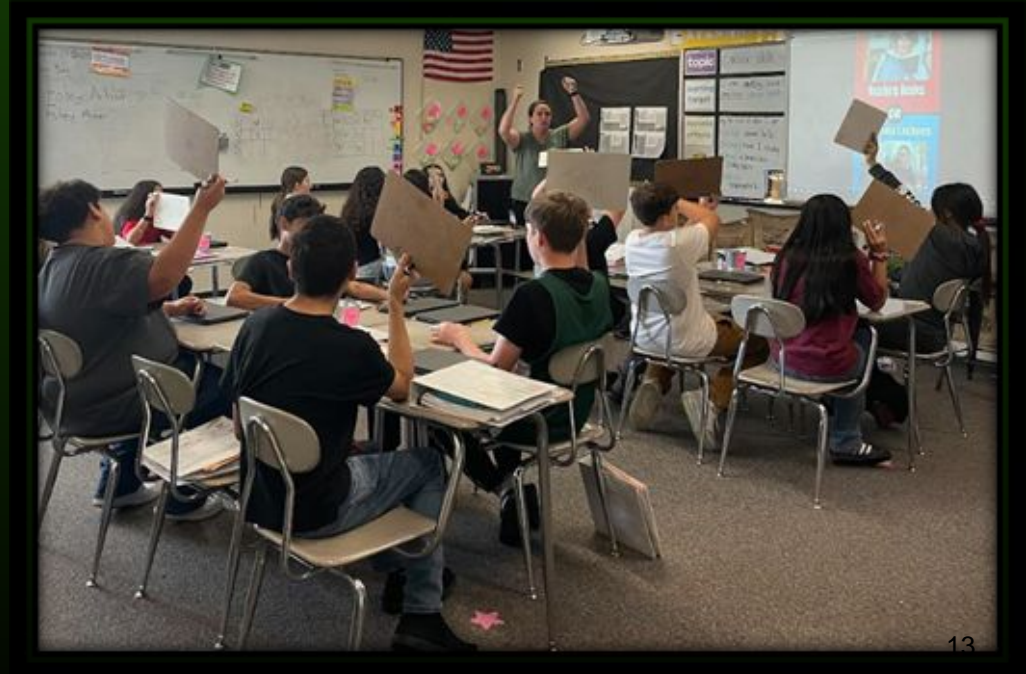
- ▶ Matt Morgan
- ▶ Kim Sexton
- ▶ Megan Reeve
- ▶ Sarah Davis
- ▶ Amy Brown
- ▶ Michelle Owens
- ▶ Steven Davis
- ▶ Sarah Johnson
- ▶ Mandi Bedolla
- ▶ Martin Vito





Who We Are

- Educators driven to do what's best for kids.
- We create safe, engaging classrooms where every student can thrive.





Where Are We Now...Data-Informed Growth

- MAPS Fall Snapshot → Targeted instruction & support
- OSAS Spring Results → Continuous improvement focus
- We use data to drive decisions and personalize learning.**



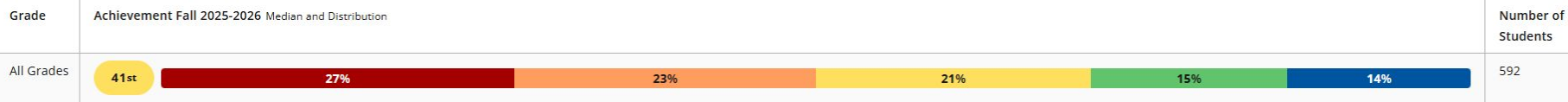


Snapshot-Fall 2025-Maps

School Profile

Achievement Overview

Sandstone Middle School | Math K-12



School Profile

Achievement Overview

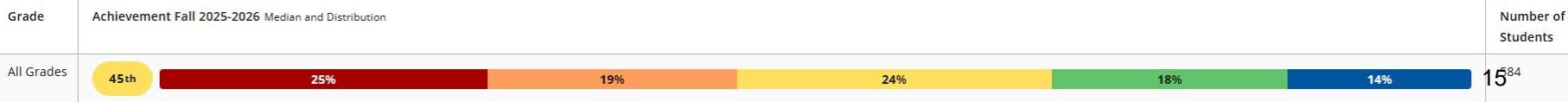
Sandstone Middle School | Reading



School Profile

Achievement Overview

Sandstone Middle School | Science K-12



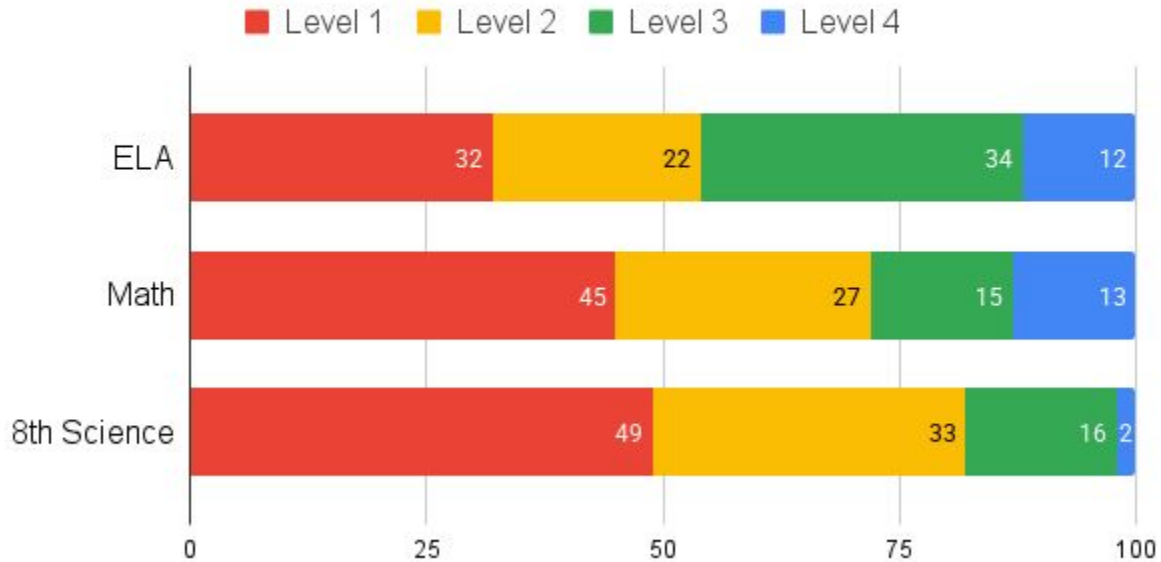
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2025-2026
Tested Fall 2025-2026



Snapshot-Spring 2025-OSAS

SMS OSAS Overall Performance |





How We Build Skills

•Bringing the Portrait of a Graduate to Life

Communication

- Think–Pair–Share discussions
- Working together as collaborators in small groups
- Sharing ideas with sentence frames for clarity

Collaboration

- Small-group problem solving in Math and Science
- Group performances and creative projects
- Partner work emphasizing teamwork and mutual respect

Complex Problem Solving

- **C.E.R.S.**
- Researching and analyzing careers in electives
- Tackling real-life math problems and performance tasks
- Reflective in Art Summative Rubrics, LT and SC

Character

- Taking responsibility (extra copies, deadlines, organization)
- Practicing choice and accountability through **choice boards**
- Responding respectfully to others' ideas and perspectives¹⁷



Supporting Staff

Supporting Professional Growth

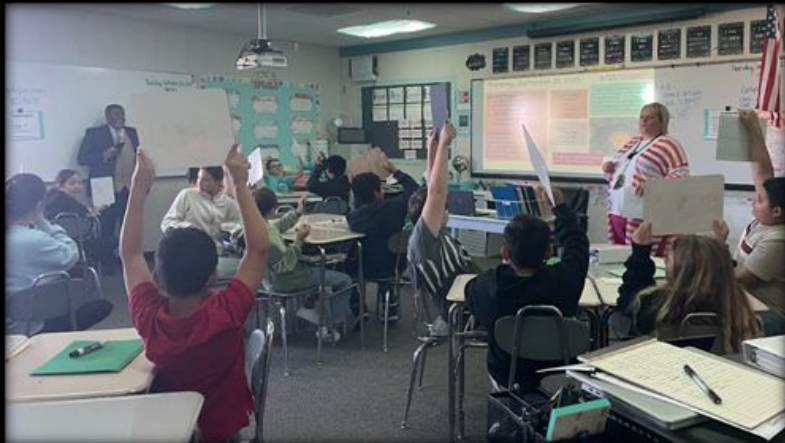
- **SPN (Successful Practices Network)**
 - Staff collaboration and leadership opportunities
- **Peer Observations**
 - Learn from colleagues and share best practices
- **Classroom Observations & Feedback**
 - Guided by the *Danielson Framework*, POG and Neuroscience
- **Lesson Studies**
 - Collaborative lesson design – Health, Math 8, Science 7, SS 7
- **Professional Development**
 - Micro PD, in-service PD, principal PD focused on instructional impact.

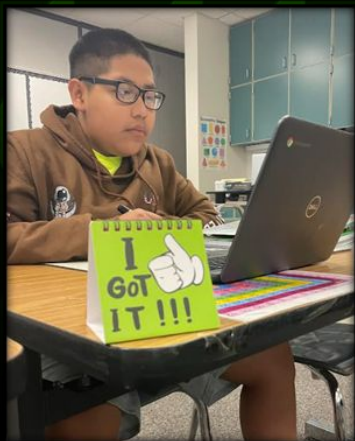


Supporting Students

Improving Student Learning & Support

- **Intervention Classes**
 - Targeted academic support based on data
- **I & E (Intervention & Enrichment)**
 - Time dedicated to reteaching and extending learning
- **Homework Club**
 - Before-school, during lunch and after-school academic assistance
- **Study Table Night Sessions**
 - Evening academic and organization support
- **PLC & Data Meetings**
 - Collaborative review of student progress and outcomes
- **EWS (Early Warning System)**
 - Early identification and intervention for struggling students





Enhancing Engagement & School Culture

- **Student Engagement Strategies**
 - Active participation, real-world connections, and student voice
- **Attendance Measures**
 - Tracking, communication, and recognition
- **Recognition Programs**
 - *Student of the Month*
 - *Golden Tickets*
 - *Classroom Incentives*
 - *C's or Better Party*
 - *Attendance BINGO*



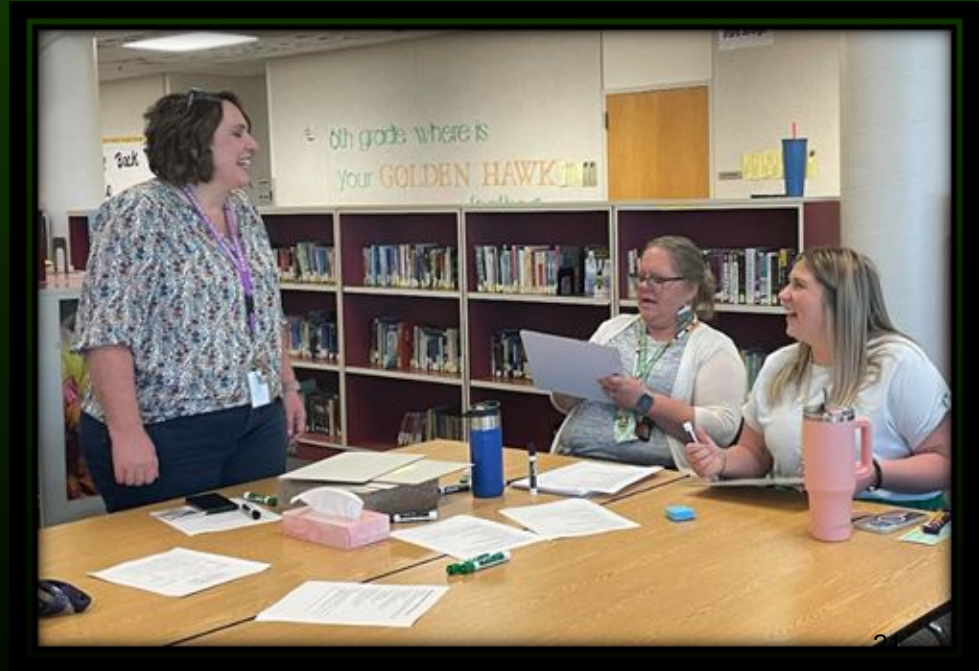
The Sandstone Way

We collaborate.

We reflect.

We celebrate
progress.

We keep students at
the center of all we do.



GENERAL FUND REVENUE DATA ENTRY REPORT

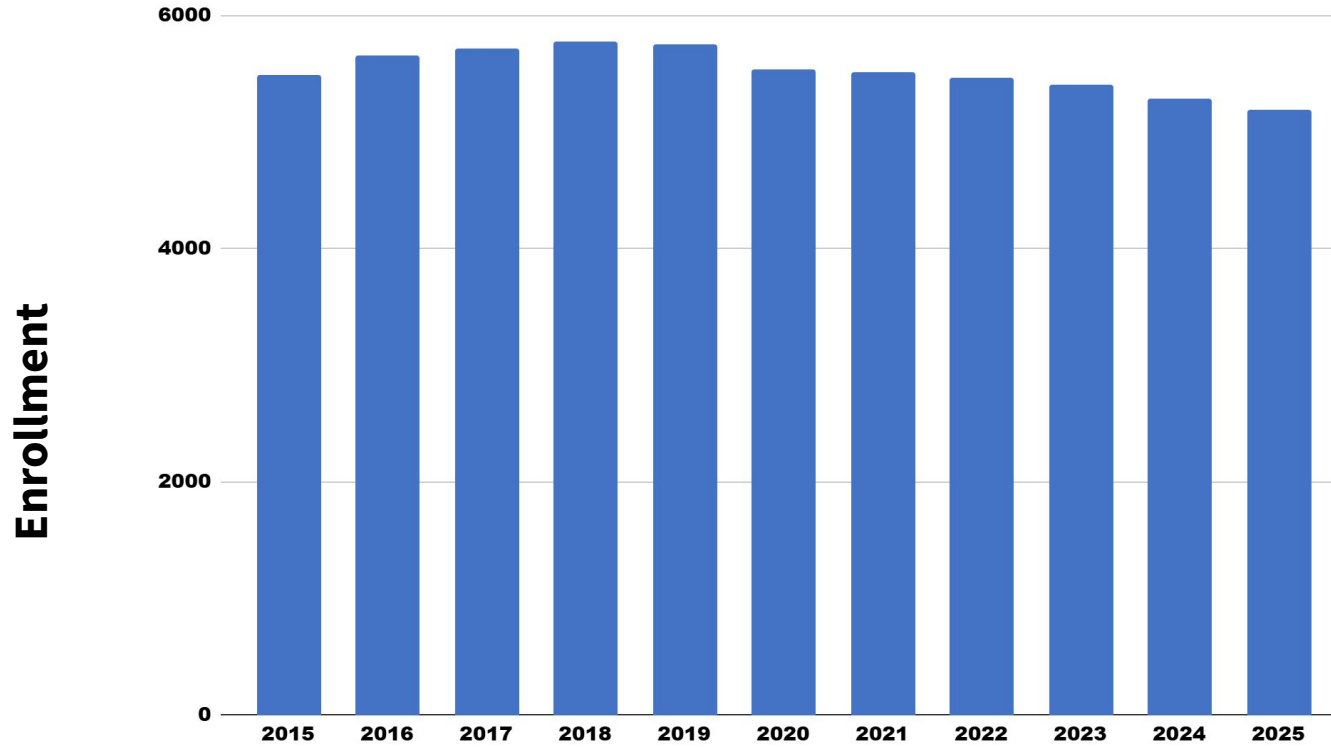
MONTH	TAXES	INTST/FEES	INTER	STATE SSF	STATE OTH	FEDERAL	OTHER	TOTAL PROJ.	TOTAL ACT.	VARIANCE	
JUL PRO	\$ -	\$ 134,157	\$ -	\$ 10,313,042	\$ -	\$ -	\$ -	\$ 10,447,199		\$ (86)	0.00%
JUL ACT	\$ -	\$ 134,071		\$ 10,313,042					\$ 10,447,113	\$ (86)	YTD
AUG PRO	\$ 27,816	\$ 170,534	\$ 523,263	\$ 5,153,428	\$ -	\$ -	\$ -	\$ 5,875,041		\$ 1,600	0.03%
AUG ACT	\$ 29,969	\$ 169,981	\$ 523,263	\$ 5,153,428					\$ 5,876,641	\$ 1,514	YTD
SEP PRO	\$ 29,980	\$ 253,105	\$ 271,366	\$ 5,153,428	\$ -	\$ -	\$ -	\$ 5,707,879		\$ (69,843)	-1.22%
SEP ACT	\$ 27,812	\$ 182,597	\$ 271,366	\$ 5,153,428	\$ -	\$ 2,834			\$ 5,638,037	\$ (68,329)	YTD
OCT PRO	\$ 57,091	\$ 208,517	\$ 261,631	\$ 5,153,428	\$ 13,000	\$ -	\$ -	\$ 5,693,667			
OCT ACT									\$ -		
NOV PRO	\$ 10,595,921	\$ 233,106	\$ 537,327	\$ 5,153,428	\$ -	\$ -	\$ -	\$ 16,519,782			
NOV ACT									\$ -		
DEC PRO	\$ 1,525,249	\$ 202,869	\$ 261,631	\$ 5,153,428	\$ -	\$ -	\$ -	\$ 7,143,177			
DEC ACT									\$ -		
JAN PRO	\$ 249,612	\$ 197,722	\$ 478,931	\$ 5,153,428	\$ 380,825	\$ 55,000	\$ -	\$ 6,515,519			
JAN ACT									\$ -		
FEB PRO	\$ 59,606	\$ 195,816	\$ 261,631	\$ 5,153,428	\$ -	\$ -	\$ -	\$ 5,670,481			
FEB ACT									\$ -		
MAR PRO	\$ 312,494	\$ 301,831	\$ 273,356	\$ 5,159,614	\$ -	\$ -	\$ -	\$ 6,047,295			
MAR ACT									\$ -		
APR PRO	\$ 77,359	\$ 207,874	\$ 261,631	\$ 5,159,614	\$ -	\$ -	\$ -	\$ 5,706,478			
APR ACT									\$ -		
MAY PRO	\$ 86,125	\$ 264,595	\$ 261,631	\$ 5,159,614	\$ 75,000	\$ -	\$ -	\$ 5,846,965			
MAY ACT									\$ -		
JUN PRO	\$ 297,372	\$ 240,874	\$ 11,976	\$ -	\$ 380,825	\$ -	\$ 2,700,000	\$ 3,631,047			
JUN ACT									\$ -		
Projected	\$ 13,318,625	\$ 2,611,000	\$ 3,404,377	\$ 61,865,879	\$ 849,651	\$ 55,000	\$ 2,700,000	\$ 84,804,532			
Budget Book	\$ 13,318,625	\$ 2,611,000	\$ 3,396,946	\$ 61,708,913	\$ 848,637	\$ 55,000	\$ 2,700,000	\$ 84,639,121			
Variance	\$ -	\$ -	\$ 7,431	\$ 156,966	\$ 1,014	\$ -	\$ -	\$ 165,411			
TOT ACT	\$ 57,780	\$ 486,649	\$ 794,629	\$ 20,619,898	\$ -	\$ 2,834	\$ -	\$ 21,961,790	FORECAST ACT	\$	84,736,203
% collected	0.43%	18.64%	23.34%	33.33%	0.00%	5.15%	0.00%	25.90%			
NOTE:											
LEGEND		Above or within 2.00% of projection				Between 2.01% & 5.00% below			Below 5.01% of projection		

GENERAL FUND EXPENDITURE DATA ENTRY REPORT							
MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL	VARIANCE	
JULY PROJECTED	1,171,033		\$ 1,687,695		\$ 2,858,728 MONTHLY	\$ (1,829)	-0.06%
JULY ACTUAL		\$ 1,169,627		\$ 1,687,271	\$ 2,856,899 YTD	\$ (1,829)	-0.06%
AUGUST PROJECTED	1,367,516		\$ 1,241,542		\$ 2,609,058 MONTHLY	\$ (2,855)	-0.11%
AUGUST ACTUAL		\$ 1,364,745		\$ 1,241,458	\$ 2,606,203 YTD	\$ (4,685)	-0.11%
SEPTEMBER PROJECTED	5,916,123		\$ 798,099		\$ 6,714,222 MONTHLY	\$ (36,561)	-0.54%
SEPTEMBER ACTUAL		\$ 5,742,251		\$ 935,410	\$ 6,677,661 YTD	\$ (41,246)	-0.54%
OCTOBER PROJECTED	6,123,682		\$ 949,822		\$ 7,073,504 MONTHLY		
OCTOBER ACTUAL		\$ -		\$ -	\$ - YTD		
NOVEMBER PROJECTED	6,241,848		\$ 938,472		\$ 7,180,320 MONTHLY		
NOVEMBER ACTUAL		\$ -		\$ -	\$ - YTD		
DECEMBER PROJECTED	6,067,743		\$ 1,022,986		\$ 7,090,729 MONTHLY		
DECEMBER ACTUAL		\$ -		\$ -	\$ - YTD		
JANUARY PROJECTED	5,964,517		\$ 983,053		\$ 6,947,570 MONTHLY		
JANUARY ACTUAL		\$ -		\$ -	\$ - YTD		
FEBRUARY PROJECTED	6,245,312		\$ 904,606		\$ 7,149,918 MONTHLY		
FEBRUARY ACTUAL		\$ -		\$ -	\$ - YTD		
MARCH PROJECTED	6,098,402		\$ 1,003,839		\$ 7,102,241 MONTHLY		
MARCH ACTUAL		\$ -		\$ -	\$ - YTD		
APRIL PROJECTED	6,086,850		\$ 1,019,220		\$ 7,106,070 MONTHLY		
APRIL ACTUAL		\$ -		\$ -	\$ - YTD		
MAY PROJECTED	10,296,138		\$ 1,427,006		\$ 11,723,144 MONTHLY		
MAY ACTUAL		\$ -		\$ -	\$ - YTD		
JUNE PROJECTED	10,981,188		\$ 2,050,952		\$ 13,032,140 MONTHLY		
JUNE ACTUAL		\$ -		\$ -	\$ - YTD		
PROJECTED	\$ 72,560,352		\$ 14,027,292		\$ 86,587,644		
BUDGET BOOK	\$ 73,266,723		\$ 14,269,879		\$ 87,536,602		
VARIANCE	\$ (706,371)		\$ (242,587)		\$ (948,958)	(proj. difference in budgeted expenditures)	
TOTAL ACTUAL		\$ 8,276,624		3,864,138	\$ 12,140,762	FORECAST ACT	\$ 86,546,398
% spent to date		11.41%		27.5%	14.02%		
Note:							
LEGEND MONTHLY	Below or within 2.00%	Between 2.01% & 5.00% above	Above 5.01% of projection				
LEGEND YTD	Below or within 2.00%	Between 2.01% & 5.00% above	Above 5.01% of projection				

GENERAL FUND MONTHLY ENDING FUND BALANCE REPORT

DATE	Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
1-Jul-25 PROJECTED			\$ 11,403,867			
ACTUAL			\$ 11,403,867			
31-Jul-25 PROJECTED	\$ 10,447,199	\$ 2,858,728	\$ 18,992,338			
ACTUAL	\$ 10,447,113	\$ 2,856,899	\$ 18,994,081	\$ 1,743	0.01%	10.00%
31-Aug-25 PROJECTED	\$ 5,875,041	\$ 2,609,058	\$ 22,258,320			
ACTUAL	\$ 5,876,641	\$ 2,606,203	\$ 22,264,519	\$ 6,198	0.03%	10.01%
30-Sep-25 PROJECTED	\$ 5,707,879	\$ 6,714,222	\$ 21,251,978			
ACTUAL	\$ 5,638,037	\$ 6,677,661	\$ 21,224,895	\$ (27,083)	-0.13%	9.98%
31-Oct-25 PROJECTED	\$ 5,693,667	\$ 7,073,504	\$ 19,872,141			
ACTUAL	\$ -	\$ -			0.00%	
30-Nov-25 PROJECTED	\$ 16,519,782	\$ 7,180,320	\$ 29,211,603			
ACTUAL	\$ -	\$ -			0.00%	
31-Dec-25 PROJECTED	\$ 7,143,177	\$ 7,090,729	\$ 29,264,051			
ACTUAL	\$ -	\$ -			0.00%	
31-Jan-26 PROJECTED	\$ 6,515,519	\$ 6,947,570	\$ 28,832,000			
ACTUAL	\$ -	\$ -			0.00%	
28-Feb-26 PROJECTED	\$ 5,670,481	\$ 7,149,918	\$ 27,352,564			
ACTUAL	\$ -	\$ -			0.00%	
31-Mar-26 PROJECTED	\$ 6,047,295	\$ 7,102,241	\$ 26,297,618			
ACTUAL	\$ -	\$ -			0.00%	
30-Apr-26 PROJECTED	\$ 5,706,478	\$ 7,106,070	\$ 24,898,026			
ACTUAL	\$ -	\$ -			0.00%	
31-May-26 PROJECTED	\$ 5,846,965	\$ 11,723,144	\$ 19,021,847			
ACTUAL	\$ -	\$ -			0.00%	
30-Jun-26 PROJECTED	\$ 3,631,047	\$ 13,032,140	\$ 9,620,754			
ACTUAL	\$ -	\$ -			0.00%	
INITIAL FORECASTED EFB	\$ 84,804,532	\$ 86,587,644	\$ 9,620,754			10.00%
ACTUALS TO DATE	\$ 21,961,790	\$ 12,140,762				
ANTICIPATED ACTUALS*	\$84,736,203	\$86,546,398	\$ 9,593,671			9.98%
Monthly Comp.	Above or within 2.00% of projection	Between 2.01% & 5.00% below projection	Below 5.01% of projection			
	*Calculated using actuals through the current month and projected revenue and expenditures for future months					
NOTE:	Estimated; amount may change depending on 2024-2025 fiscal year end adjustments.					
ENDING FUND BALANCE LEGEND	8.00% to 9.00% and above	Between 7.99% to 7.50%	7.49% and below			24

October Enrollment



10/31/2025 HERMISTON SCHOOL DISTRICT 8R - ELEMENTARY ENROLLMENT BY TEACHER												
Desert View	356	Highland Hills	300	Loma Vista	387	Rocky Heights	438	Sunset	353	West Park	384	
Kinder												
McClanahan, Laura	16	Adams, Emily	15	Bartley, Renae	16	Jones, Wendy	19	Brown, Jessica	22	Gorham, Mary	19	Total
Ramirez, Nichole	15	Koenig, Marian	15	Dowd, Abigail	17	Merrifield, Kalei	19	Bruce, Madison	23	Kellison, Amber	21	357
Spears, Elsy	15	Schwirse, Dezi	15	Padberg, Janna	15	Moreno, Mya	19	Hunting, Kaitlyn	24	Searles, Eileen	22	
				Gall, Nicole (Life S)	2	Victorio, Daisy	19			Diaz, Savannah (SC)	1	
				Perkins, S (Life S)	2	Baker, Kennedy(BRITE)	1			Morris, Melissa (SC)	0	
						Hatfield, Diana(BRITE)	0			Jones, Anne (DK)	5	Avg,
Total	46		45		52		77		69		68	18.8
1st grade												
Bennett, Jeannine	18	Liebe, Martha	16	Milligan, Amber	18	Badillo-Juarez, Ana	18	Hantke, Sonia	16	Schaefer, Stacy	20	Total
Farley, Kelsey	18	Seibel, Carolina	15	Powell, Annette	18	Downing, Jeanne	16	Mosher, Aimee	15	Wattenburger, Marci	18	352
Lillie, Shelly	19	Watson, Bailey	14	Newton, Jammie	17	Dunkel, Michelle	18	Shasteen, Anani	16	Zuniga, Mariana	16	
		Gutierrez, Sarajane (SP)	1	Tomer, Jolee	17	Godby, Katia	18			Diaz, Savannah (SC)	5	
				Gall, Nicole (Life S)	1	Baker, Kennedy(BRITE)	0			Morris, Melissa (SC)	1	
				Perkins, S (Life S)	1	Hatfield, Diana(BRITE)	2					
Total	55		46		72		72		47		60	17.6
2nd grade												
Lowery, Jennifer	19	Johnston, Osieauna	16	Clayton, Nicole	22	Combs, Heather	20	Colbray, Delta	22	Johnston, Dawn	17	Total
Rettkowski, Tiffany	18	Perez, Madison	16	Meade, Alesia	22	Putman, Brittane	21	Torres, Martha	21	Neddo, Tess	14	369
Wells, Sarah	19	Phipps, Samantha	16	McConnell, Jennifer	22	Rodriguez, Adriane	18	Trotter, Natalie	21	Springstead, Amy	18	
				Gall, Nicole (Life S)	1	West, Courtnee	18			Diaz, Savannah (SC)	1	
				Perkins, S (Life S)	2	Baker, Kennedy(BRITE)	2			Morris, Melissa (SC)	3	
						Hatfield, Diana(BRITE)	0					
Total	56		48		69		79		64		53	19.4
3rd grade												
Artz, Cristal	19	Juul, Mackenzie	18	Mulkey, Kaitlin	21	Basso, Caroline	26	Maddox, Noelle	19	Morgan, Michelle	22	Total
Cope, Lyndsey	19	Ranger, Kelsey	18	Walchli, Courtney	20	Cotterell, Emily	26	Smith, Monica	19	Purwell, Kim	21	378
Smith, Debra	17	Verwold, Taylor	16	Wilson, Hannah	21	Phillips, Bobbi	26	Zumaya, Gabriela	18	Smith, Brittany	22	
				Gall, Nicole (Life S)	3	Baker, Kennedy(BRITE)	0	Arenas, Patti (NC)	2	Diaz, Savannah (SC)	1	
				Perkins, S (Life S)	1	Hatfield, Diana(BRITE)	2			Morris, Melissa (SC)	1	
Total	55		52		66		80		58		67	21.0
4th grade												
Kramer, Hailey	24	Cooke, Angie	25	Hamilton, Natalie	19	Lindeman, Alissa	23	Pope, Lindsey	19	Dopps, Kathy	20	Total
Lomas, Sara	24	Plum, Deanna	25	McCann, Jessica	20	James, Megan	22	Rouska, Aaron	18	Madrigal, Jaime	22	378
Wellsandt, Darci	24			Stuart, Eleanor	20	Thompson, Hannah	24	Scofe, Bailey	19	Young, Makaylee	20	
				Gall, Nicole (Life S)	2	Baker, Kennedy(BRITE)	0	Arenas, Patti (NC)	0	Diaz, Savannah (SC)	1	
				Perkins, S (Life S)	2	Hatfield, Diana(BRITE)	1			Morris, Melissa (SC)	4	
Total	72		50		63		70		56		67	22.2
5th grade												
Dynes, Kelly	24	Cook, Justine	21	Culligan, Tracy	21	Best, Sara	20	Byrd, Kayla	19	Childs, Michelle	21	Total
McCormack, Janey	23	Greenough, Kelly	20	Hinton, Kelsey	19	Herrera, Daniel	19	Cruz, Anthony	18	Degan, Amanda	23	384
Miller, Sydney	25	Hamann, Bonnie	18	Roberts, Cailyn	21	Linn, Josh	20	Stephenson, Peyton	18	Nyzc, David	25	
				Gall, Nicole (Life S)	2	Baker, Kennedy(BRITE)	1	Arenas, Patti (NC)	4	Diaz, Savannah (SC)	0	
				Perkins, S (Life S)	2	Hatfield, Diana(BRITE)	0			Morris, Melissa (SC)	0	
Total	72		59		65		60		59		69	21.3

10/31/2025

CUMULATIVE SCHOOL ENROLLMENT -- HERMISTON SCHOOL DISTRICT 8R

	Part Time	Kg	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Total
DESERT VIEW		46	55	56	55	72	72								356
HIGHLAND HILLS		45	46	48	52	50	59								300
Loma Vista		52	72	69	66	63	65								387
ROCKY HEIGHTS		77	72	79	80	70	60								438
SUNSET		69	47	64	58	56	59								353
WEST PARK		68	60	53	67	67	69								384
Elementary Total		357	352	369	378	378	384								2218
															0
ALMS								218	239	236					693
SMS								199	205	207					611
															0
HHS											415	428	392	438	1673
COMBINED TOTAL		357	352	369	378	378	384	417	444	443	415	428	392	438	5195

	Increase/ Decrease
Last month's total enrollment:	5240
Same month one year ago:	5291
	-45
	-96

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 17, 2025

SUPERINTENDENT'S RECOMMENDATION

7.1. Business Office

7.1.1. TOPIC: Acceptance of Gifts

It is recommended.

RECOMMENDATION:

. that the Board of Education accepts the following gifts:

<u>School/Program</u>	<u>Gift</u>	<u>Value</u>	<u>Donor</u>
Desert View Elementary	Books	\$168	Oregon Library Association
Highland Hills Elementary	Books	\$168	Oregon Library Association
Loma Vista Elementary	Books	\$168	Oregon Library Association
Rocky Heights Elementary	Books	\$168	Oregon Library Association
Sunset Elementary	Books	\$168	Oregon Library Association
West Park Elementary	Books	\$168	Oregon Library Association
Hermiston High School	Day of the Dead Event	\$500	Atkinson Staffing
Hermiston High School	Scholarship & College Activities	\$3,000	Educ. Credit Manag. Corp
West Park Elementary	General Use	\$100	Schweitzer Engineering Lab.
Hermiston Athletics	HHS Sports Program	\$41,314.44	Hermiston Sports Boosters
Hermiston High School	TSA Club	\$100	Schweitzer Engineering Lab.
Hermiston High School	Boys Wrestling	\$1,000	Horace Mann
Hermiston High School	Dance Team	\$1,500	Horace Mann
Hermiston High School	Marching Band	\$6,000	Horace Mann



Hermiston School District 8R

305 SW 11TH Street, Hermiston, Oregon 97838-2103

Phone: (541) 667-6000 Fax: (541) 667-6050

www.hermiston.k12.or.us

APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: Desert View Elementary

Name of Donor: Oregon Library Association

Donor Address: P.O. Box 3067 La Grande, OR 97850

Donor Telephone Number: 541-962-5824

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: One complete set of 16 books for the 3rd-5th division of the Oregon Battle of the Books 25-26 competition. Approximate Value: \$168

Purpose of gift/donation: Books are to be used by students who are participating in 25-26 Oregon Battle of the Books competition.

Signature of Donor: N/A

Date: _____

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator: [Signature] Date: 10/7/25

Recommendation of Business Manager: [Signature] Date: 10/8/2025

Recommendation of Superintendent: [Signature] Date: 11/4/2025

Action of the Board of Education: Accepted _____ Not Accepted _____

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

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APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: Highland Hills Elementary

Name of Donor: Oregon Library Association

Donor Address: P.O. Box 3067 La Grande, OR 97850

Donor Telephone Number: 541-962-5824

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: One complete set of 16 books for the 3rd-5th division of the Oregon Battle of the Books 25-26 competition. Approximate Value: \$168

Purpose of gift/donation: Books are to be used by students who are participating in 25-26 Oregon Battle of the Books competition.

Signature of Donor: N/A

Date: _____

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator [Signature] Date: 9/24/25

Recommendation of Business Manager [Signature] Date: 10/8/2025

Recommendation of Superintendent [Signature] Date: 11/4/2025

Action of the Board of Education: Accepted _____ Not Accepted _____

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

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APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: Loma Vista Elementary

Name of Donor: Oregon Library Association

Donor Address: P.O. Box 3067 La Grande, OR 97850

Donor Telephone Number: 541-962-5824

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: One complete set of 16 books for the 3rd-5th division of the Oregon Battle of the Books 25-26 competition. Approximate Value: \$168

Purpose of gift/donation: Books are to be used by students who are participating in 25-26 Oregon Battle of the Books competition.

Signature of Donor: N/A

Date: _____

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator [Signature] Date: 10/1/25

Recommendation of Business Manager [Signature] Date: 10/8/2025

Recommendation of Superintendent [Signature] Date: 11/4/2025

Action of the Board of Education: Accepted _____ Not Accepted _____

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

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APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: Rocky Heights Elementary

Name of Donor: Oregon Library Association

Donor Address: P.O. Box 3067 La Grande, OR 97850

Donor Telephone Number: 541-962-5824

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: One complete set of 16 books for the 3rd-5th division of the Oregon Battle of the Books 25-26 competition. Approximate Value: \$168

Purpose of gift/donation: Books are to be used by students who are participating in 25-26 Oregon Battle of the Books competition.

Signature of Donor: N/A

Date: _____

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator [Signature] Date: 10/2/25

Recommendation of Business Manager [Signature] Date: 10/8/2025

Recommendation of Superintendent [Signature] Date: 11/4/2025

Action of the Board of Education: Accepted _____ Not Accepted _____

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

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www.hermiston.k12.or.us

APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: Sunset Elementary

Name of Donor: Oregon Library Association

Donor Address: P.O. Box 3067 La Grande, OR 97850

Donor Telephone Number: 541-962-5824

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: One complete set of 16 books for the 3rd-5th division of the Oregon Battle of the Books 25-26 competition. Approximate Value: \$168

Purpose of gift/donation: Books are to be used by students who are participating in 25-26 Oregon Battle of the Books competition.

Signature of Donor: N/A

Date: _____

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator E. Anderson Date: 9/18/25

Recommendation of Business Manager Karen Saul Date: 10/8/2025

Recommendation of Superintendent TJ Mooney Date: 11/4/2025

Action of the Board of Education: Accepted _____ Not Accepted _____

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

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APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: West Park Elementary

Name of Donor: Oregon Library Association

Donor Address: P.O. Box 3067 La Grande, OR 97850

Donor Telephone Number: 541-962-5824

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: One complete set of 16 books for the 3rd-5th division of the Oregon Battle of the Books 25-26 competition. Approximate Value: \$168

Purpose of gift/donation: Books are to be used by students who are participating in 25-26 Oregon Battle of the Books competition.

Signature of Donor: N/A

Date: _____

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator [Signature] Date: 10/01/25

Recommendation of Business Manager Katei Adair Date: 10/8/2025

Recommendation of Superintendent TJ Mooney Date: 11/4/2025

Action of the Board of Education: Accepted _____ Not Accepted _____

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

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APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: Hermiston High School

Name of Donor: Atkinson Staffing

Donor Address: 80796 N. Highway 395, Hermiston OR 97838

Donor Telephone Number: 541-567-1094

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: Check #8393 - \$500

Purpose of gift/donation: To be used for the Day of the Dead event at HHS.

Signature of Donor: N/A

Date: 10/21/2025

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator [Signature] Date: 10/23/25

Recommendation of Business Manager [Signature] Date: 10/28/25

Recommendation of Superintendent [Signature] Date: 11/4/2025

Action of the Board of Education: Accepted Not Accepted

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

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APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: Hermiston High School - Scholarship activities - Troy Benson

Name of Donor: Education Credit Management Corp - ECMC

Donor Address: 111 Washington Ave S., Minneapolis, MN 55401

Donor Telephone Number: 615-221-0566

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: Check for \$3,000

Purpose of gift/donation: To be used for student scholarship activities, college visits and costs associated with students visiting colleges

Signature of Donor: N/A

Date: 10/14/2025

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator [Signature] Date: _____

Recommendation of Business Manager [Signature] Date: 10.28.2025

Recommendation of Superintendent [Signature] Date: 11/4/2025

Action of the Board of Education: Accepted _____ Not Accepted _____

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

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APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: West Park Elementary School

Name of Donor: Schweitzer Engineering Laboratories

Donor Address: 2350 NE Hopkins Court Pullman, WA 99163-5603

Donor Telephone Number: _____

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: Check #00559852 \$100.00

Purpose of gift/donation: General Use-Fund 255

Signature of Donor: N/A

Date: _____

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator [Signature] Date: 10/13/25

Recommendation of Business Manager [Signature] Date: 10/20/2025

Recommendation of Superintendent [Signature] Date: 11/4/2025

Action of the Board of Education: Accepted _____ Not Accepted _____

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

305 SW 11TH Street, Hermiston, Oregon 97838-2103

Phone: (541) 667-6000 Fax: (541) 667-6050

www.hermiston.k12.or.us

APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: Hermiston Athletics

Name of Donor: Hermiston Sports Boosters

Donor Address: P.O. Box 284, Hermiston, OR 97838

Donor Telephone Number: N/A

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: \$41,314.44

Purpose of gift/donation: Fund HHS Sports Program Grant Requests

Signature of Donor: N/A

Date: 10/20/2025

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator [Signature] Date: _____

Recommendation of Business Manager [Signature] Date: 10.20.2025

Recommendation of Superintendent [Signature] Date: 11/4/2025

Action of the Board of Education: Accepted _____ Not Accepted _____

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

305 SW 11TH Street, Hermiston, Oregon 97838-2103

Phone: (541) 667-6000 Fax: (541) 667-6050

www.hermiston.k12.or.us

APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: TSA-Club

Name of Donor: Schweitzer Engineering Laboratories, Inc.

Donor Address: 2350 NE Hopkins Ct, Pullman, WA 99163-5603

Donor Telephone Number: 509-332-1890

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: \$100 check #559563

Purpose of gift/donation: TSA Club - for engineering club to use for inspiring students to develop a lifelong love of learning in math and science

Signature of Donor: N/A

Date: 10/17/2025

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator [Signature] Date: 10/23/25

Recommendation of Business Manager [Signature] Date: 10/28/2025

Recommendation of Superintendent [Signature] Date: 11/4/2025

Action of the Board of Education: Accepted Not Accepted

Secretary to the Board of Education _____ Date: _____



Hermiston School District 8R

305 SW 11TH Street, Hermiston, Oregon 97838-2103

Phone: (541) 667-6000 Fax: (541) 667-6050

www.hermiston.k12.or.us

APPLICATION FOR ACCEPTANCE OF GIFT

Unit to be presented with Gift/Donation: Athletics

Name of Donor: Horace Mann

Donor Address: 662 E. Main St., Hermiston, OR 97838

Donor Telephone Number: 541-567-6963

Description of gift(s)/donation(s) including Serial #, purchase date, original purchase price and current cash value: Checks #900019220, #9000019219, #9000019222

Purpose of gift/donation: \$1000 for HHS Boys Wrestling ASB account, \$1500 for HHS Dance Team ASB \$6000 for HHS Marching Band ASB.

Signature of Donor: N/A

Date: 11/03/2025

Authority to accept a gift, donation, emolument, favor, or gratuity to the School District is vested in the Board of Education. All such gifts shall become property of the School District.

Gifts will be considered for acceptance, with full District responsibility for maintenance, if they are of a type appearing on approved standard equipment lists or are closely related in instructional value.

Recommendation of Unit Administrator [Signature] Date: _____

Recommendation of Business Manager [Signature] Date: 11.7.2025

Recommendation of Superintendent [Signature] Date: 11.10.2025

Action of the Board of Education: Accepted _____ Not Accepted _____

Secretary to the Board of Education _____ Date: _____

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 17, 2025

SUPERINTENDENT’S RECOMMENDATION

7.0. CONSENT ITEMS: Superintendent’s Office

7.2.1. TOPIC: Policy Review

It is recommended.

RECOMMENDATION:

. that the Board of Education adopts the list of policies under review, as included:

IGBHD	Program Exemptions (<i>Version 2</i>)
IKF	Graduation Requirements
JFCEB G1	Personal Electronic Devices
JFCEB R G1	Request for Personal Electronic Devices Exception

Hermiston School District 8R

Code: IGBHD

Adopted:

Program Exemptions** (Version 2)

{The content comes primarily from OAR 581-021-0009. If the district would like to add language regarding procedure or authority, it could be added to this policy or an administrative regulation (AR) could be created.}

The district may excuse students from a state-required program or learning activity for reasons of religion, disability¹ or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the [teacher or principal].

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

END OF POLICY

Legal Reference(s):

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

[ORS 336.035\(2\)](#)
[ORS 336.465](#)
[ORS 336.615](#)
[ORS 336.625](#)

[ORS 336.635](#)
[OAR 581-002-0035](#)
[OAR 581-021-0009](#)

[OAR 581-021-0071](#)
[OAR 581-022-2050](#)
[OAR 581-022-2110](#)
[OAR 581-022-2505](#)

Mahmoud v. Taylor, No. 24-297, U.S., (June 27, 2025).

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Hermiston School District 8R

Code: **IKF**
Adopted: 7/10/17
Revised/Readopted: 4/09/18; 10/08/18; 6/10/19;
10/14/19; 1/24/22; 11/14/22;
4/14/25

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance 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. In foster care¹;
2. Experiencing houselessness²;
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;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ "Foster child" is defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), 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 343.961 or a hospital identified in ORS 343.261.

Honors Diploma

The Hermiston High School Honors Diploma recognizes those high achieving students who strive to excel in their academic pursuits. Those recognized with the honors medallion at graduation will represent the highest performing students in the most challenging courses we offer. The honors diploma recognizes academic rigor, career preparation, skill building, and the performing arts. Hermiston High School believes it is through a balance of these ideals that produces the most diverse and equipped students.

Students earning a Hermiston High School (HHS) Diploma designated as “Honors” and an honors medallion need to meet the current HHS graduation requirements for a Standard Diploma of 24 credits and:

1. Attain 3 additional credits for a total of 27 credits;
2. Achieve a cumulative grade point average of 3.5;
3. Complete 7 credits from the advanced course list;

Designated Advanced courses currently include:

A.P. Biology	A.P. Physics	A.P. Music Theory
A.P. Calculus	A.P. Spanish Lang. Culture	U.S. History Advanced
A.P. Chemistry	A.P. Studio Art	A.P. Literature and Comp.
A.P. Comp. Science—Principles	ASB Leadership (1 cr.)	A.P. Language and Comp.
A.P. Government	Pre-Calculus (1 cr.)	Pre-A.P. Communications
Spanish 3		

8. Complete one of the following:
 - a. At least 1 program of study from the Careers list.
 - b. The Honors Performing Arts requirements.
 - c. Two additional advanced courses.

*Any course on the list taken with a pass/fail option will not count towards the honors diploma.

9. For transfer students to receive an Honors designation they must:
 - a. Petition for honors diploma designation; and
 - b. Have their transcript evaluated by the HHS Leadership Team for approval.

Standard Diploma

The district may award a diploma to a student who does not satisfy these requirements if the student has exceeded the academic content standards for or displays proficiency in mathematics or English, as demonstrated on Oregon state assessments.

The Standard Diploma basic credit requirements, a total of 24 credits, are outlined below:

1. Language Arts (LA) - 4 Credits (shall include the equivalent of one unit in written composition);

10. Social Arts and Science (SAS) – 3 Credits (shall include 0.5 unit of US civics⁵ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁶financial literacy);
11. ⁷Higher Education and Career Path Skills – 1/2 credit;
12. ⁸Personal Financial Education – 1/2 credit;
13. Mathematics (MA) - 3 Credits (math requirement shall include one unit at Algebra 1 and two units that are at a level higher than Algebra I);
14. Science (SC) - 3 Credits;
15. Wellness, i.e., health education and physical education (WE) - 2 Credits;
16. Fine/Applied Arts (AL) and Career Technical Education (CTE) - 3 Credits (units shall be earned in any one or a combination);
17. Career Portfolio (CP) - .5 Credits;
18. Electives (ZL) - 4.5 Credits.

~~[⁹]A student completing the International Baccalaureate Organization’s (IB) Diploma Programme curriculum or the IB Career-related Programme curriculum will be considered to have completed the credit requirements listed above. The district shall ensure students in the IB programs complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career path Skills as stand-alone courses. The district shall develop a curriculum plan that ensures students in an IB program receive inclusive instruction aligned to the adopted standards in Civics and Health.]~~

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.

In addition to credit requirements outlined in Oregon Administrative Rule (OAR) 581-022-2000, a student must:

⁵ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁶ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁷ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁸ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

~~⁹ {Adopt this language only if the district offers an International Baccalaureate program for high school students. Waivers for the Personal Finance and Higher Education and Career-path Skills can be requested by the district.}~~

1. ¹⁰Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. 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 content standards adopted by the State Board of Education for a high school 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).

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 with at least 13 of those credits to include:

1. Language Arts (LA) - 3 Credits;
19. Social Arts and Science (SAS) - 2 Credits (which may include history, civics, geography, and economics (including personal finance));
20. Mathematics (MA) - 2 Credits;
21. Science (SC) - 2 Credits;
22. ¹¹Personal Financial Education – 1/2 credit;
23. ¹²Higher Education and Career Path Skills – 1/2 credit;
24. Wellness, i.e., health education and physical education (WE) - 2 Credits;
25. Fine/Applied Arts (AL) and Career Technical Education (CTE) - 1 Credits (units may be earned in any one or a combination);
26. Career Portfolio (CP) - .5 Credit;
27. Elective (ZL) - 10.5 Credits.

¹⁰ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

¹¹ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹² This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

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. ¹³Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
28. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Students entering the modified diploma option would be placed there, if appropriate, by their counselor after a thorough review of each student and each set of circumstances which includes a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or a documented history of a medical condition that creates a barrier to achievement. This review shall also include the input of the student, parental consent, teachers, case managers, and administrators. Students may move to the modified diploma track at any time deemed appropriate by their counselor, with consent of their parents(s)/guardian(s), as long as they meet one of the entrance criteria listed above.

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 the achievement level, construct, 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. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
29. 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 statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will 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.

¹³ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

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.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Extended Diploma

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 high school diploma while receiving reasonable 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 6 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; and
30. 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.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance¹⁴ will be awarded to students who:

1. Have maintained regular full-time attendance¹⁵ for at least four years beginning in grade nine;
31. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
32. Have a documented history¹⁶.

For students with a documented history¹⁷, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for the diplomas; and
33. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

¹⁴ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

¹⁵ “Regular full-time attendance” means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

¹⁶ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

¹⁷ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must 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 a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 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.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance 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 a certificate of attendance 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. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide

assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form¹⁸ and submitting the form to the district.

The district will issue a high school diploma 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):

¹⁸ Oregon Department of Education page for: [30-day notice and opt-out form](#)

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Hermiston School District 8R

Code: JFCEB
Adopted:

Personal Electronic Devices */**

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student ~~[possession or]~~ use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. ~~[Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver).¹]~~

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure. ~~[²]~~ This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;³
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);⁴
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within **[10]** school days.⁵

Personal electronic devices ~~[must be placed in district-provided pouches or storage] [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s~~

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

² ~~{ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”}~~

³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁵ JFCEB-AR must be submitted to the building administrator.

person or in the student's clothing] [may be stored on the student's person, but may not be used] during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [detention, Saturday school, a change to storage requirements, etc. ^{6}]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁷ [Steps may include:

1. First Instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: the device will be temporarily confiscated and held in the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: ~~in~~ **If** noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. ^{8}]

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁹ that support academic activities and independent communications¹⁰, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum.

⁶ ~~{Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}~~

⁷ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

⁸ ~~{From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}~~

⁹ The use of "personal electronic device" in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn't necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹⁰ "Independent communication" means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed ~~[with the superintendent]~~ [in accordance with KL-AR(1) – Public Complaint Procedure].

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

~~[This policy takes effect on January 1, 2026.]~~

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

Hermiston School District 8R

Code: JFCEB-AR
Revised/Reviewed:

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the **[principal]**:

Name of student: _____ Grade: _____

School: _____

If the reason for the request is included in the student’s individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- In compliance with the student’s medical provider’s order for the care and treatment of a medical condition (attach a copy of the order);
- Accommodate the individual circumstances of the student;
- Further specific educational outcomes for the student.

Exemption requested (describe the requested ~~possession~~ or use of a personal electronic device to be allowed and reason for the requested exemption):

Duration for requested exemption: _____¹

Signed: _____ Date: _____

Parent or guardian name: _____

Parent or guardian phone: _____ Email: _____

For Completion by School Administration

Request: Granted Expiration of exemption: _____
 Denied Reason for denial: _____

¹ The maximum duration of an exemption is ~~[one year]~~ **[the end of the current school year]** ~~[the end of the student’s enrollment at this school]~~.

More information needed. Please submit by [date] for reconsideration.

Signed: _____ Date: _____

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within [10] school days of receipt and can be appealed in writing to the [superintendent or designee] within 10 days of issuance. The [superintendent's] decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. [Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.]

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 17, 2025

SUPERINTENDENT'S RECOMMENDATION

8.0. Action Item

8.1. TOPIC: OSBA Board Position

It is recommended.

RECOMMENDATION:

. that the Board of Education vote for _____ (Nichole Schott or Paul Zastrow) for the OSBA Board of Directors representing the Gorge Region.

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

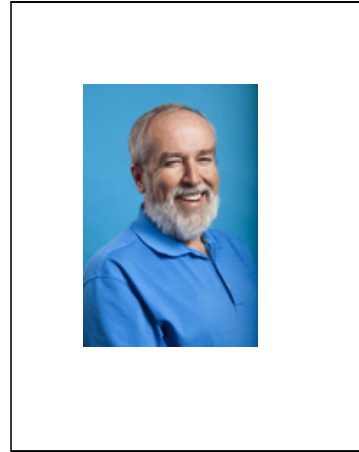
E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 17, 2025

SUPERINTENDENT'S RECOMMENDATION

8.0. Action Item

8.2. TOPIC: OSBA Legislative

It is recommended.

RECOMMENDATION:

. that the Board of Education cast a vote for Jose Aparicio for the OSBA Legislative Policy Committee representing the Gorge Region.

**NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER**

Date August 21, 2025

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

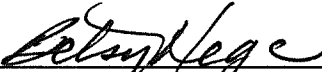
Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Gorge Region, Position # _____.

LPC CANDIDATE INFORMATION

Name: Jose Aparicio
District/ESD/Community College: North Wasco County School District
Address: 1713 Esther Way
City: The Dalles Oregon ZIP: 97058
E-mail: jose.aparicio@nwasco.k12.or.us Phone: 925.580.5227

This nomination was approved by official action of our board of directors at a duly called meeting on 8-21-25
(date)



(Board Chair signature)

Board Chair name: BETSY HEGE
District: NORTH WASCO D. 21
Address: 3632 W. 10th St.
City, State, Zip: The Dalles, OR 97058

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Jose Aparicio

Date: 09.29.2025

Address: 1713 Esther Way

City/Zip: The Dalles / 97058

Business phone: _____

Residence phone: _____

Cell phone: 925.580.5227

E-mail: jose.aparicio@nwasco.k12.or.us

District/ESD/CC: North Wasco County School District

Term expires: June 30, 2027 Years on board: 6

Region: Gorge

Position #: _____

Insert your high-resolution digital photo (head shot):
1) Open this doc in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

September 30, 2025

Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

I am wanting to continue to provide a voice for the Gorge region on state level issues and ensure that our region specific issues are taken into account and included within the discussions.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

I have chaired our board twice but my first was arguably the most difficult to navigate as it was during the pandemic. This experience reinforced the value of conversations and face to face communication. Tough conversations are best in person and not in a virtual format.

3. What do you see as the two most challenging legislative issues faced by OSBA?

1)Ensuring that districts have stable funding even as they may face declining enrollment.

2)Ensuring that districts are able to provide input into the rules on the accountability bill SB 141. The successful implementation of this bill will require the voice from our education experts.

4. What do you see as the two most challenging legislative issues faced by your region?

1)Continue to advocate for funding towards Early Childhood Education and Summer Learning Grants.

2)Advocate for additional funding beyond the OSCIM and SRGP Grants for facility improvements.

5. What is your plan for communicating with boards in your region about legislative issues?

Given our region's geography the bulk will likely be via email and phone conversations. I plan on making use of opportunities like Fall Regional Meetings, Summer Conference, and Convention to visit in person with the boards in the Gorge Region.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

North Wasco County School District Vice Chair, July 2019 - June 2021

North Wasco County School District Chair, July 2021 - June 2023

OSBA Legislative Policy Committee, July 2020 - December 2021

Other education board positions held/dates:

Occupation (Include at least the past five years): Senior Project Manager

Employers: Wenaha Group

Dates: March 2018 - present

Schools attended (Include official name of school, where and when):

High school: Umatilla High School

College: Oregon State University

Degrees earned: Bachelor of Science in Construction Engineering Management

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Volunteer Coach for Gorge Soccer

Volunteer Coach for Gorge Hoops Basketball League

Hobbies/special interests:

Golf, tennis, pickleball

Business/professional/civic group memberships; offices held and dates:

Additional comments:

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 17, 2025

SUPERINTENDENT'S RECOMMENDATION

8.0. Action Item

8.3. TOPIC: SIA Grant Agreement

It is recommended.

RECOMMENDATION:

. that the Board of Education approves the SIA Grant Agreement.

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. **39214**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Hermiston SD 8** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include , but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Torrie Higgins
 Office of Education Innovation & Improvement
 255 Capitol St NE
 Salem, OR 97310-0203
 Torrie.higgins@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

Tricia Mooney
 305 SW 11th
 Hermiston, OR 97838
 Tricia.mooney@hermistonisd.org

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$11,458,194.98
Less: 2025–27 Q1 projected amount made available under Agreement number 34391 (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	(\$1,454,915.45)
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$4,159,600.09
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$5,843,679.44
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$1,499,929.54
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$11,503,209.07

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1** Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3** Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

- 7.2 Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2 No default as described in Section 15 has occurred; and
 - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:
- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
 - 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;
 - 8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product,

then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and

the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

10.4 Subgrants/Contracts. Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

10.5 Background Check. If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

11.1 Indemnity. Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).

11.2 Defense. Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

11.3 Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency’s written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 **By Agency.** Agency may terminate this Grant as follows:
 - 18.2.1 At Agency’s discretion, upon 30 days advance written notice to Grantee;
 - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency’s reasonable administrative discretion, to perform its obligations under this Grant;
 - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency’s performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
 - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 **By Grantee.** Grantee may terminate this Grant as follows:
 - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.
 - 18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 Nonappropriation. Agency’s obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party’s Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender’s receipt of confirmation generated by the recipient’s email system that the notice has been received by the recipient’s email system.

19.5 Survival. All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

19.6 Severability. The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate
Contracting Officer

11/04/2025
Date

Hermiston SD 8

By: Katie I Saul
Authorized Signature

11/14/2025
Date

Katie Saul
Printed Name

Director of Business Services
Title

93-6002733
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson
Assistant Attorney General

11/04/2025
Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Project Costs” means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning given in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Programs” means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

“Integrated Plan” means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

“Longitudinal Performance Growth Targets (LPGTs)” means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Progress Markers” means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“Stretch Targets” means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:
 - increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
 - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM) education;
 - Career and technical education, including career and technical student organization programs;

- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee’s progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee’s performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency’s monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency’s discretion including but not limited to: Grantee’s compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee’s progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee’s training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT
Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System (“EGMS”), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; may differ from the projected 12.5%)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (ensures Q1 + Q2 equals 25% of TBA)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027–29 Biennium

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK HERMISTON SD 8

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	85.5%	86.7%	88.1%
Stretch Target: All Students	86.7%	88.4%	90.2%
Gap-Closing Target: All Focal Group Students	83.7%	85.8%	88.0%
Five Year Cohort Completion			
Baseline Target: All Students	91.0%	92.4%	93.8%
Stretch Target: All Students	92.3%	94.2%	>95%
Gap-Closing Target: All Focal Group Students	89.4%	91.6%	93.8%
9th Grade on-Track			
Baseline Target: All Students	86.5%	87.8%	89.1%
Stretch Target: All Students	88.5%	90.5%	92.5%
Gap-Closing Target: All Focal Group Students	84.4%	86.1%	87.9%
3rd Grade ELA Proficiency			
Baseline Target: All Students	34.9%	35.5%	36.2%
Stretch Target: All Students	36.9%	38.2%	39.5%
Gap-Closing Target: All Focal Group Students	34.1%	35.1%	36.1%
Regular Attenders			
Baseline Target: All Students	58.4%	59.6%	60.8%
Stretch Target: All Students	60.1%	61.9%	63.8%
Gap-Closing Target: All Focal Group Students	47.8%	49.3%	50.9%

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient’s employees and volunteers. Policy endorsement’s definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient’s employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

BOARD MEMBERS CALENDAR

Tue Nov 18, 2025

3:00pm – 5:00pm Girls Varsity Bowling vs Sageview HS

Where: Desert Lanes Bowling Alley, Hermiston

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Wed Nov 19, 2025

HHS Choir Visits the SMS Choirs

Where: Sandstone Middle School

Calendar: Board Members

Created by: Rosa Cerda-Diaz

HHS Choir Visits the ALMS Choirs

Where: Armand Larive Middle School

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Thu Nov 20, 2025

■ **7:00am-8:00am HAT Morning Meeting**

Where: DO

Calendar: Board Members

Created by: Rosa Cerda-Diaz

3:00pm – 5:00pm Girls Varsity Bowling vs Chiawana HS

Where: Desert Lanes Bowling Alley, Hermiston

Calendar: Board Members

Created by: Rosa Cerda-Diaz

■ **4:00pm-5:00pm ED Council Meeting**

Where: DO Boardroom

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Tue Nov 25, 2025

3:00pm – 5:00pm Girls Varsity Bowling vs Pasco HS

Where: Desert Lanes Bowling Alley, Hermiston

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Wed Nov 26, 2025

Thanksgiving Break 11/26-11/28

Where: District

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Mon Dec 1, 2025

■ **8:15am-10:00am Board Finance Committee Meeting**

Where: DO

Calendar: Board Members

Created by: Rosa Cerda-Diaz

BOARD MEMBERS CALENDAR

Tue Dec 2, 2025

3:00pm – 5:00pm Girls Varsity Bowling @ Walla Walla HS

Where: Bowlaway Lanes, Walla Walla

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Wed Dec 3, 2025

7:00pm – 8:00pm Boys/Girls Varsity Wrestling @ Pasco HS

Where: Pasco HS, 1108 N 10th Ave, Pasco, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Thu Dec 4, 2025

3:00pm – 5:00pm Girls Varsity Bowling vs Richland HS

Where: Desert Lanes Bowling Alley, Hermiston

Calendar: Board Members

Created by: Rosa Cerda-Diaz

5:00pm-7:00pm Jazz Band @ Tree Lighting

Where: Hermiston City Hall

Calendar: Board Members

Created by: Rosa Cerda-Diaz

6:00pm – 8:00pm Girls Varsity Wrestling @ Sunnyside HS

Where: Sunnyside HS, 1801 E Edison Ave, Sunnyside, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:00pm – 9:00pm Boys Varsity Wrestling @ Sunnyside HS

Where: Sunnyside HS, 1801 E Edison Ave, Sunnyside, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Fri Dec 5, 2025

5:45pm – 7:15pm Girls Varsity Basketball vs Sunnyside HS

Where: Hermiston HS, 600 S 1st, Hermiston, OR

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:30pm – 9:00pm Boys Varsity Basketball vs Sunnyside HS

Where: Hermiston HS Main Gym, 600 S 1st, Hermiston, OR

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Mon Dec 8, 2025

6:00pm-8:00pm Regular Board Meeting

Where: DO

Calendar: Board Members

Created by: Rosa Cerda-Diaz