

Regular Board Meeting

Thursday, December 14, 2023 7:00 PM

Umatilla School District, 1001 6th St, Umatilla, OR 97882

A. **Call Meeting to Order**

B. **Public Input**

B.1. Superintendent Advisory Report and Recommendations

C. **Approve Agenda**

D. **Action Items**

D.1. Consent Agenda: Minutes for November Board Meeting, HR Report, Disbursements and Financial Statements

D.2. Approve To Increase Credit Limit For Banner Bank Credit Cards

D.3. Approve Early Literacy Plan and Grant Application

D.4. Approve Surplus Items At The Maintenance Shop And District Office-washer/laminator

D.5. Approve Midco to apply for electric bus grants

E. **Discussions**

E.1. First Read Policy CCG

E.2. Staff Survey

E.3. Bond Updates

F. **Other/Board Discussions**

G. **Staff Recognition**

H. **Reports**

H.1. McNary Heights Elementary School - Nicole Coyle, Tim Young, Taunya Daniel

H.2. Clara Brownell Middle School - Rick Cotterell, Anthony Brown

H.3. Umatilla High School - Bob Lorence, April Dirksen, Dan Durfey

H.4. Maintenance - Vinny Stefani

H.5. District - Heidi Sipe, Kim Gilsdorf, Josy Chavez, Stephanie Williams-Strege, David Lougee, Rikkilynn Starliper, Maria Sanchez, Pat Kerrigan

H.6. IMESD Talking Points

I. **Public Input**

J. **Adjourn**

Umatilla School District 6

Code: BDDH
Adopted: 10/11/95
Revised/Readopted: 2/11/04; 3/10/22
Orig. Code: BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will complete and submit the Intent to Speak card to the Board secretary prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment only on agenda items.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

- Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to help@umatillasd.org. Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

Cross Reference(s):

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making

Umatilla School District #6R
Financial Update
November 2023

The following Financial Update highlights the significant transactions for the Umatilla School District for the month:

General Fund Highlights:

- The General Fund collected the following:
 - Basic School Support, \$1,136,625 (2023-24 School year)
 - Current year property tax collection, \$4,347,413

- A copy of the check register is attached for your review. Current month obligation checks totaled **\$1,394,844.45**. Some of the larger expenditures include:

Alliance Management – Bond/Preschool project management
Banlin Construction, LLC – Final installment on preschool project
Blue Mountain Basketball – 2023-24 Officials’ fees
Blue Mountain Community College – Early college credits (Fall term)
Certified Fencing – new fencing around preschool/alt education building
Mid Columbia Bus Co., Inc. – September & October transportation services
US Bank Trust – Interest payments on 2017 and 2023 General obligation bonds

Other Notes:

Received an initial draft of 2023 financial statements/audit; working to have it completed and submitted by December 31, 2023.

UMATILLA SCHOOL DISTRICT 6R General Fund
Statement of 2023-2024 Anticipated Revenue

11/30/2023

Account	Budget	YTD Revenue	Anticipated	Total	+/(-) Budget
1111 Current Year's Levy*	\$ 4,700,000	\$ 4,347,413	652,587	\$ 5,000,000	\$ 300,000
1112 Prior Years' Levy*	75,000	58,895	16,105	75,000	-
1113-1190 County Sales Tax-Pymt in Lieu	300	-	300	300	-
1500 Earnings on Investments	125,000	146,798	175,000	321,798	196,798
1710 Admissions	2,000	-	-	-	(2,000)
1920 Contributions & Donations	500	6,820	-	6,820	6,320
1941 Svc Oth Dist Within State	25,000	-	-	-	(25,000)
1990 Miscellaneous (Includes Recovery)	35,000	20,844	14,156	35,000	-
2101 County School Fund*	50,000	-	50,000	50,000	-
2199 Other Intermediate Sources	-	7,157	-	7,157	7,157
3101 State School Support Fund*	13,550,000	6,821,115	6,828,885	13,650,000	100,000
3103 Common School Fund*	155,000	82,833	82,167	165,000	10,000
3299 Restricted State Other Grants	-	3,685	-	3,685	3,685
4500 Restricted Fed Govt thru State	-	-	-	-	-
4700 Federal Grants Thru Other Agencies	-	-	-	-	-
4801 Federal Forest Fees*	-	-	-	-	-
5000 Other Sources	-	-	-	-	-
Total Revenue	\$ 18,717,800	\$ 11,495,560	\$ 7,819,200	\$ 19,314,760	\$ 596,960
5400 Beginning Fund Balance	4,895,000	4,535,687	-	4,535,687	(359,313)
TOTAL RESOURCES	\$ 23,612,800	\$ 16,031,247	\$ 7,819,200	\$ 23,850,447	\$ 237,647

* Local Revenue included within state formula.

PROJECTED ENDING FUND BALANCE CALCULATION

Revenues	\$ 19,314,760
Expenditures Estimated	19,508,180
Revenues Over (Under) Expend.	(193,420)
Beginning Fund Balance - AUDITED	<u>4,535,687</u>
Projected Ending Fund Balance	<u>4,342,267</u>
Unappropriated Ending Fund Balance	\$ -

Basic School Support Estimate

2023-2024 BSSF Estimate as of June 26, 2023

1,395 ADMr	13,644,963
23-2024 BUDGET	13,550,000

Historical Expenditure Review

Expenditures 2024	19,508,180	Estimated
Expenditures 2023	18,221,935	Estimated
Expenditures 2022	16,554,990	
Expenditures 2021	14,993,182	

UMATILLA School District 6R
Statement of 2023-2024 Anticipated Expenditures

11/30/2023

Cost Center	Budget	Encumbrances	YTD Expenditures	Free Balance
1111 Elementary (MHES)	\$ 4,818,676	\$ 2,984,886	\$ 1,271,019	\$ 562,772
1121 CBMS Middle School	1,920,767	1,185,545	490,307	244,915
1122 CBMS Extra Curricular	87,155	12,051	20,630	54,475
1131 Umatilla High School	3,033,364	1,751,544	692,520	589,300
1132 Umatilla HS Extra Curricular	493,598	118,928	189,015	185,655
1210 TAG Program	10,190	3,296	1,639	5,256
1250-1259 Special Education/Spec. Ed. Life Skills	2,016,837	1,198,911	539,888	278,038
1271 Remediation	116,046	61,444	20,588	34,014
1291 ELL Program	1,153,580	582,027	199,731	371,822
1430 UHS Summer School	9,192	-	-	9,192
1460 Special Programs Summer	21,488	-	-	21,488
2114 Student Accounting	259,302	182,573	59,871	16,858
2115 Student Safety	6,825	-	-	6,825
2120 Guidance Counseling	672,868	397,326	165,390	110,152
2130 Health Services	500	311	1,344	(1,155)
2140 Psychological Services	10,000	-	-	10,000
2210 Improvement of Instruction	167,970	112,446	82,396	(26,873)
2220 Educational Media Services	294,106	135,880	54,735	103,491
2230 Assessment & Testing	152,615	105,374	82,338	(35,097)
2240 Staff Development	391,414	120,204	67,250	203,960
2310-2321 Board/Superintendent	771,000	240,628	299,522	230,850
2410 Office of Principal	1,614,233	741,608	519,206	353,419
2520 Fiscal Services	276,265	156,450	89,791	30,024
2540 Plant Operations & Maintenance	2,429,237	755,963	910,182	763,092
2550-2558 Student/ Spec Ed. Transportation	1,336,850	874,457	365,781	96,613
2630-2639 Volunteer Programs/Other Info. Services	166,665	84,353	55,252	27,060
2640 HR Staff Services	145,990	77,811	59,629	8,549
2645-2649 Health Services/Other Staff Services	10,000	-	8,344	1,656
2660 Technology Services	544,470	115,302	265,258	163,910
2680 Interpret/Translation Services	900	-	-	900
3300 Community Services	18,697	443	7,177	11,077
6000 Contingencies	662,000	-	-	662,000
Total Expenditures	23,612,800	11,999,760	6,518,804	5,094,237
Transfer of Funds	-	-	-	-
Unappropriated Ending Fund Balance	-	-	-	-
TOTAL	\$ 23,612,800	\$ 11,999,760	\$ 6,518,804	\$ 5,094,237

FUNCTION	Budget	Encumbrances	YTD Expenditures	Free Balance
1000 Instructional Services	\$ 13,680,893	7,898,631	\$ 3,425,335	\$ 2,356,926
2000 Support Services	9,251,210	4,100,686	3,086,291	2,064,233
3000 Community Services	18,697	443	7,177	11,077
5000 Transfer of Funds	-	-	-	-
6000 Contingency	662,000	-	-	662,000
Total Expenditures	23,612,800	11,999,760	6,518,804	5,094,237
7000 Fund Balance	-	-	-	-
TOTAL	\$ 23,612,800	\$ 11,999,760	\$ 6,518,804	\$ 5,094,237

OBJECTS	Budget	Encumbrances	YTD Expenditures	Free Balance
100 Salaries	\$ 10,739,915	\$ 6,471,200	\$ 2,841,371	\$ 1,427,344
200 Payroll Taxes & Benefits	7,441,821	4,206,423	1,832,432	1,402,966
300 Purchased Services	2,990,464	1,115,297	855,794	1,019,373
400 Supplies and Materials	1,374,835	193,439	659,883	521,512
500 Capital Outlay	102,500	13,400	51,616	37,484
600 Other Objects	301,265	-	277,708	23,557
700 Interfund Transfers	-	-	-	-
800 Contingency	662,000	-	-	662,000
Total Expenditures	23,612,800	11,999,760	6,518,804	5,094,236
Unappropriated Ending Fund Balance	-	-	-	-
TOTAL	\$ 23,612,800	\$ 11,999,760	\$ 6,518,804	\$ 5,094,236

Umatilla SD Other Funds - 2023-2024

EXPENDITURES

Fund	Description	Budget	Encumbrances	YTD Expenditures	Free Balance
203	CTE Career Pathways	\$ 25,050	\$ -	-	\$ 25,050
204	Umatilla Sports Complex	32,610	-	-	32,610
205	ORTOP	10,000	-	-	10,000
206	Medicaid Claiming	203,440	-	87,888	115,552
207	SB 1149	47,500	-	-	47,500
210	ECIA Title I	588,065	336,259	154,589	97,217
211	Title IA ESSA	-	-	-	-
212	ECIA Title IIA	64,790	36,579	12,141	16,070
214	ECIA Title III	70,940	46,010	15,336	9,593
216	Title IVA Safe & Drug Free Schools	37,500	-	33,335	4,165
217	21st CCLC	533,345	129,619	172,489	271,233
218	Outdoor School	58,000	-	-	58,000
219	Title VIB REAP	42,000	-	24,663	17,337
221	Title 1C Migrant Ed	53,750	33,358	11,119	9,274
223	Children's Reading Foundation	3,201	-	-	3,201
224	IDEA	109,775	84,072	28,370	(2,667)
225	IDEA Enhancement Grant	3,125	-	-	3,125
230	CARES Act (ESSER I/CDL)	-	-	-	-
235	ESSER II Funds	167,675	-	183,359	(15,684)
236	ESSER III Funds	1,857,030	481,481	687,025	688,523
239	HS Success Grant	433,675	197,186	85,513	150,976
243	OR First Robotics Grant	20,000	-	-	20,000
250	Child Nutrition Fund	1,774,165	952,212	403,406	418,547
251	Farm to School Grant	45,000	24,812	11,438	8,750
255	Student Investment Acct (SIA)	1,274,875	711,228	595,670	(32,023)
258	Youth Transition Program Grant	133,045	27,143	44,278	61,624
259	Summer Academic Support Grant	205,925	-	-	205,925
261	Education Project Grant	19,000	-	-	19,000
267	OR Healthy Schools Grant	10,000	-	-	10,000
284	Daycare Center	140,500	22,053	31,501	86,946
285	MHES ASB	50,000	-	-	50,000
290	CBMS ASB	50,000	-	-	50,000
295	UHS ASB	235,000	-	-	235,000
299	Miscellaneous Grants	107,000	-	1,948	105,052
302	Debt Service	2,032,000	1,303,500	724,698	3,802
303	PERS UAL Debt Service	1,163,000	1,071,349	-	91,651
451	Capital Projects Fund	193,000	-	70,357	122,643
452	2016 GO Bond Capital Projects Fund	192,500	2,500	2,000	188,000
453	Construction Excise Tax	495,000	47,587	47,587	399,826
455	Capital Projects 2022 GO	51,110,000	535,033	119,403	50,455,564
	Total Expenditures	\$ 63,631,476	\$ 6,041,982	\$ 3,548,111	\$ 54,041,383

RECAP

Fund	Description	Beginning Balance	YTD Receipts	Expenditures	Ending Balance
203	CTE Career Pathways	\$ (4,369)	\$ 4,369	-	\$ 0
204	Umatilla Sports Complex	3,308	-	-	3,308
205	ORTOP	3,850	-	-	3,850
206	Medicaid Claiming	123,420	-	87,888	35,532
207	SB 1149	7,868	20,054	-	27,922
210	ECIA Title I	-	90,578	154,589	(64,011)
211	Title IA ESSA	(5,307)	5,307	-	-
212	ECIA Title IIA	-	4,047	12,141	(8,094)
214	ECIA Title III	-	5,112	15,336	(10,224)
216	Title IVA Safe & Drug Free Schools	(7,464)	40,799	33,335	-
217	21st CCLC	(740)	106,974	172,489	(66,254)
218	Outdoor School	(27,619)	29,031	-	1,413
219	Title VIB REAP	(17,333)	41,996	24,663	-
221	Title 1C Migrant Ed	-	3,706	11,119	(7,412)
223	Children's Reading Foundation	3,200	-	-	3,200
224	IDEA	-	-	28,370	(28,370)
225	IDEA Enhancement Grant	-	-	-	-
230	CARES Act (ESSER/CDL)	-	-	-	-
235	ESSER II Funds	(195)	183,565	183,359	11
236	ESSER III Funds	(5,879)	542,376	687,025	(150,529)
239	HS Success Grant	(3,352)	3,352	85,513	(85,513)
243	OR First Robotics Grant	-	-	-	-
250	Child Nutrition Fund	653,975	52,814	403,406	303,383
251	Farm to School Grant	(309)	-	11,438	(11,747)
255	Student Investment Acct (SIA)	394,711	-	595,670	(200,959)
258	Youth Transition Program Grant	(20,632)	80,069	44,278	15,159
259	Summer Academic Support Grant	-	-	-	-
261	Education Project Grant	18,661	354	-	19,015
267	OR Healthy Schools Grant	(18,001)	19,620	-	1,619
284	Daycare Center	77,260	32,523	31,501	78,282
285	MHES ASB	20,243	-	-	20,243
290	CBMS ASB	19,388	-	-	19,388
295	UHS ASB	177,513	-	-	177,513
299	Miscellaneous Grants	(1,459)	4,000	1,948	593
302	Debt Service	132,757	1,755,238	724,698	1,163,296
303	PERS UAL Debt Service	93,421	578,301	-	671,722
451	Capital Projects Fund	178,174	-	70,357	107,817
452	2016 GO Bond Capital Projects Fund	125,000	18	2,000	123,018
453	Construction Excise Tax	394,814	297,832	47,587	645,059
455	Capital Projects 2022 GO	47,181,656	458	119,403	47,062,711
	Total Resources	\$ 49,496,558	\$ 3,902,494	\$ 3,548,111	\$ 49,850,941

* Balances are UN-Audited.

UMATILLA SCHOOL DISTRICT 6R
 Monthly Revenue and Expenditure Summary

GENERAL FUND

2023-2024

ACCT #	SOURCE	BUDGET	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	Over/(Under)
RESOURCES																
1111	Current Year Taxes	4,700,000	-	-	-	-	4,347,413	346,144	75,000	40,000	95,000	20,000	10,000	80,000	5,013,557	313,557
1112	Prior Year Taxes	75,000	18,659	7,718	6,987	8,431	17,100	2,156	5,000	6,000	3,750	3,900	4,700	9,250	93,651	18,651
113-119	County Sales Tax-Pymt in Lieu	300	-	-	-	-	-	-	225	-	-	-	-	7,700	7,925	7,625
1500	Interest on Investments	125,000	25,649	30,254	29,043	28,408	33,445	25,000	25,000	25,000	25,000	25,000	25,000	25,000	321,798	196,798
1710	Admissions	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(2,000)
1920	Contributions	500	1,820	2,500	2,500	-	-	-	6,000	-	-	-	-	-	12,820	12,320
1941	Svc Oth Dist Within State	25,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(25,000)
1990	Miscellaneous	35,000	5,473	3,264	823	11,186	97	17,500	275	32,550	1,800	3,500	18,000	-	94,469	59,469
2101	County School Funds	50,000	-	-	-	-	-	-	52,000	-	-	-	-	-	52,000	2,000
2199	Other Intermediate Sources	-	-	-	3,749	-	3,408	-	-	-	2,200	-	-	3,000	12,357	12,357
3101	State School Support	13,550,000	2,274,615	1,136,625	1,136,625	1,136,625	1,136,625	1,136,625	1,136,625	1,136,625	1,136,625	1,136,625	1,136,625	(7,710)	13,633,155	83,155
3103	Common School Fund	155,000	82,833	-	-	-	-	-	-	83,000	-	-	-	-	165,833	10,833
3299	Other Restricted Grants-in-Aid	-	-	3,685	-	-	-	-	-	-	-	-	-	-	3,685	3,685
4500	Restricted Fed thru State	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700	Federal Grants thru Other Agencies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4801	Federal Forest Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5000	Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	18,717,800	2,409,049	1,184,046	1,179,727	1,184,650	5,538,088	1,527,425	1,300,125	1,323,175	1,264,375	1,189,025	1,194,325	117,240	19,411,251	693,451
5400	Beginning Fund Balance	4,895,000	4,535,687	-	-	-	-	-	-	-	-	-	-	-	4,535,687	(359,313)
	Total Resources	23,612,800	6,944,736	1,184,046	1,179,727	1,184,650	5,538,088	1,527,425	1,300,125	1,323,175	1,264,375	1,189,025	1,194,325	117,240	23,946,938	334,138
REQUIREMENTS																
100	Salaries	10,739,915	174,632	198,995	809,299	820,544	837,902	800,000	800,000	800,000	800,000	800,000	850,000	1,800,000	9,491,371	1,248,544
200	Benefits	7,441,821	136,595	135,280	510,175	516,592	533,791	500,000	500,000	500,000	500,000	500,000	500,000	1,250,000	6,082,432	1,359,389
300	Purchased Services	2,990,464	95,777	138,510	92,819	115,450	413,238	175,000	300,000	90,000	300,000	165,000	65,000	350,000	2,300,794	689,670
400	Supplies & Materials	1,374,835	62,320	158,403	182,424	232,215	24,520	20,000	30,000	30,000	145,000	30,000	30,000	50,000	994,883	379,952
500	Capital Outlay	102,500	7,850	14,470	-	29,296	-	-	-	-	-	-	-	-	51,616	50,884
600	Other Objects	301,265	635	228,818	2,757	35,960	9,538	4,000	4,000	4,000	4,000	4,000	4,000	4,000	305,708	(4,443)
720	Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
800	Contingency	662,000	-	-	-	-	-	-	-	-	-	-	-	-	-	662,000
	Total Expenditures	23,612,800	477,808	874,476	1,597,475	1,750,056	1,818,988	1,499,000	1,634,000	1,424,000	1,749,000	1,499,000	1,449,000	3,454,000	19,226,804	4,385,996
Monthly Fund Balance		0	6,466,928	309,570	(417,748)	(565,406)	3,719,100	28,425	(333,875)	(100,825)	(484,625)	(309,975)	(254,675)	(3,336,760)	4,720,134	
Accumulated Fund Balance		0	6,466,928	6,776,498	6,358,750	5,793,343	9,512,443	9,540,869	9,206,994	9,106,169	8,621,544	8,311,569	8,056,894	4,720,134	4,720,134	
% of Budgeted Resources			29.41%	5.01%	5.00%	5.02%	23.45%	6.47%	5.51%	5.60%	5.35%	5.04%	5.06%	0.50%	101.42%	
% of Budgeted Requirements			2.02%	3.70%	6.77%	7.41%	7.70%	6.35%	6.92%	6.03%	7.41%	6.35%	6.14%	14.63%	81.43%	

Umatilla School District 6R

Board Report

NOVEMBER 2023

Vendor	Detail	Amount	Fund
1 ABC Fire Control, Inc.	Inspection fire extinguishers	\$ 362.00	
2 Alliance Management	Bond Projects/Preschool Replacement Management Services	\$ 18,930.00	236; 455
3 Allstream	Monthly phone services (x 2 months)	\$ 503.39	
4 Amazon	Classroom, office and Afterschool supplies	\$ 6,537.60	100; 217; 239
5 Attainment Company Inc.	Supplemental learning resources	\$ 3,803.42	255
6 Audio Enhancement, Inc.	Equipment installation at Preschool Building	\$ 7,757.98	236
7 Banlin Construction, LLC	Final payment on Preschool/Alt Education Building	\$ 32,229.17	236
8 Banner Bank	Professional development travel; PTO, Afterschool and maintenance supplies	\$ 2,931.61	217
9 Basin Building Solutions	HVAC troubleshoot and repair	\$ 505.00	
10 Bernal, Delma	Per diem for OSBA Conference	\$ 185.00	
11 Blue Mountain Basketball	23-2024 Officials' fees	\$ 17,775.00	
12 Blue Mountain Community College	Early college credits	\$ 41,791.51	
13 Blue Mountain Football	23-2024 Officials' fees (balance due)	\$ 196.75	
14 BSN Sports	Athletic wear and uniforms	\$ 2,142.81	
15 Cardenas, Ramona	Mileage reimbursement	\$ 30.26	
16 Cart and Can, LLC	Dairy/milk purchases	\$ 10,099.45	250
17 Cascade Natural Gas Corp	Monthly utilities	\$ 685.69	
18 Castaneda Garcia, Kimberly	Mileage reimbursement	\$ 32.02	250
19 Centurylink	Monthly phone services	\$ 1,201.17	
20 Certified Fencing	Fencing around Preschool/Alt Education building	\$ 9,916.75	455
21 Chavez, Josy	Supplies reimbursement	\$ 81.18	
22 City of Umatilla	Monthly water/garbage services	\$ 9,261.52	
23 Claustro Sanguino, Lesly	Travel reimbursement	\$ 55.02	
24 CMC Neptune LLC	Neptune Gametime (Annual subscription)	\$ 1,800.00	
25 Coleman Oil Company	Gas/diesel purchases	\$ 1,091.50	
26 Cranston, Toby	OSBA Travel reimbursement	\$ 258.20	
27 Desert Springs Bottled Water	Monthly water services	\$ 129.85	
28 DJC Oregon	Advertising	\$ 82.28	455
29 Early, Christopher	Gas/travel reimbursement	\$ 90.27	
30 Eastern Oregon Sports	Timing for Cross Country meet	\$ 1,117.50	
31 Eastern Oregon University	Early college credits	\$ 747.50	
32 Estrada, Dorothy	Tuition reimbursement	\$ 1,100.00	
33 ExploreLearning,LLC	Math intervention resources	\$ 3,295.00	
34 Eynon, Travis	OSBA Travel reimbursement	\$ 258.20	
35 Family, Career & Community	National membership dues	\$ 497.00	255
36 Garrett Hemann Robertson	Monthly legal services	\$ 2,791.50	
37 Gutierrez, Veronica	OSBA Travel reimbursement	\$ 258.20	
38 Hermiston Auto Parts, Inc.	Maintenance supplies	\$ 674.18	
39 Hermiston Soccer Referee Assoc.	23-2024 Officials' fees (balance due)	\$ 1,065.00	
40 Home Depot	Maintenance supplies; New dishwasher, washer & dryer for Preschool	\$ 4,070.80	100; 236; 250
41 Inland Development Corp.	Monthly telecom services	\$ 321.42	
42 InterMountain ESD	OSBA "Road Show"	\$ 137.70	
43 Jimmy's Johns Portable Toilets	Porta potty rentals	\$ 397.68	
44 Johnson Controls Inc.	Service and repairs	\$ 2,255.65	
45 Karan, Salesh	Travel reimbursement	\$ 376.46	
46 Leaf Capital Funding	October Kyocera Copier lease/paper overages	\$ 3,993.13	
47 Lorence, Eunice	Professional development class reimbursement	\$ 20.00	
48 Lorence, Jon	OSBA Travel reimbursement	\$ 258.20	
49 Lorence, Robert	Mileage reimbursement	\$ 286.23	
50 Lorence, Tricia	Travel reimbursement	\$ 207.00	
51 Lougee, David	Supplies reimbursement	\$ 71.32	
52 Martinez, Jazmin	OSBA Travel reimbursement	\$ 258.20	
53 May, Valerie	Travel reimbursement	\$ 277.06	
54 McKinstry	Maintenance and HVAC repairs	\$ 6,793.20	
55 Meza, Jorge	OSBA Travel reimbursement	\$ 313.22	
56 Mid Columbia Bus Company	September/October transportation services	\$ 305,614.65	
57 Oregon ASK	Conference registrations	\$ 450.00	217
58 Oregon Athletic Director Assoc.	23-2024 Annual dues	\$ 130.00	
59 Oregon FCCLA	Fall Leadership Conference registration	\$ 900.00	255
60 Oregon Library Association	OASL Conference registrations	\$ 685.00	
61 ORTOP FTC Registration	FLC Registration	\$ 250.00	217
62 Oregon School Boards Assoc.	2023-24 Boardbook renewal	\$ 3,045.00	
63 PACE	Vehicle insurance on new Highlanders	\$ 2,239.00	
64 Pacific Power	Monthly electricity	\$ 462.39	

Vendor	Detail	Amount	Fund
65 Parkins Industrial Doors	Shop door repair	\$ 965.00	
66 Pat N Tams Beef	Farm to School grant purchases	\$ 2,727.86	251
67 Prindle, Danette	Supplies reimbursement	\$ 89.46	217
68 Quadient Leasing USA	Quarterly postage meter lease payment	\$ 459.90	
69 Riverhouse LLC	Conference registrations	\$ 506.91	217
70 Riverside Insights	Supplemental learning resources	\$ 853.05	
71 Rowbury, Darrell	Farm to School grant purchases	\$ 5,250.00	251
72 Russell, Teresa	Mileage reimbursement	\$ 64.97	
73 S & D Designs	Student shirts	\$ 648.00	
74 SAIF	22-2023 final audit reconciliation workers' compensation	\$ 3,689.90	
75 School Specialty, LLC	Tardy slips	\$ 182.25	
76 Serratos, Marlina	Travel reimbursement	\$ 346.88	
77 Shelco Electric	Electric repairs	\$ 927.46	
78 Silver, Zyan	Supplies reimbursement	\$ 130.99	
79 Sipe, Heidi	Travel reimbursement	\$ 1,176.43	
80 Sipe, Kyle	Travel reimbursement	\$ 408.39	239
81 Smith Security LLC	Alarm monitoring	\$ 46.00	
82 State of Oregon	3rd Quarter unemployment claims	\$ 3,526.61	
83 Stoel Rives LLP	Monthly legal services	\$ 2,016.00	455
84 TK Elevator Corporation	Elevator maintenance	\$ 420.24	
85 TRCI Food Services	Cinnamon rolls/fruit turnovers	\$ 294.00	
86 Umatilla-Morrow Head Start	September/October transportation services	\$ 415.52	
87 United Salad Co.	Food supplies	\$ 5,555.35	250
88 US Bank Trust NA	2017 and 2023 General Obligation Bond Interest payments	\$ 730,697.91	302
89 US Foods	Food; bread/bakery supplies	\$ 111,005.85	250
90 Verizon Wireless	Monthly phone services	\$ 255.68	
91 Wagner, Tammy	Supplies reimbursement	\$ 609.06	
92 Warr, Steve	OSBA Travel reimbursement	\$ 555.57	
93 Williams, Stephanie	Mileage reimbursement	\$ 88.42	217
94 Zeptive, Inc.	Wireless Vape system (CBMS)	\$ 4,847.00	

TOTAL: \$ 1,394,844.45

Fund 203-Career Pathways Grant	Fund 243-Oregon FIRST Robotics Program
Fund 204-Umatilla Sports Comp/Improv	Fund 250-Food Service
Fund 205-ORTOP	Fund 251-Farm to School
Fund 206-Medicaid Administration	Fund 255-Student Investment Account
Fund 207-SB-1149	Fund 258-Youth Transition (YTP)
Fund 210-Title IA Improving Basic Progra	Fund 259-Summer Academic Support Grant
Fund 212-Title IIA-PTR Teachers/Principa	Fund 261-State Education Project (Lottery)
Fund 214-Limited English Prof. Students	Fund 267-OR Healthy Schools Grant
Fund 216-Title IVA - Safe & Drug Free Sc	Fund 284-Daycare Center
Fund 217-21st CCLC	Fund 285-Elementary A S B (MHES)
Fund 218-Outdoor School Education Fun	Fund 290-Middle A S B (CBMS)
Fund 219-Title VIB - Rural Low Income Sc	Fund 295-High A S B (UHS)
Fund 221-Title 1C Migrant	Fund 299-Miscellaneous
Fund 223-Children's Reading Foundation	Fund 302-Debt Service - High School
Fund 224-I.D.E.A.	Fund 303-Debt Service - PERS UAL
Fund 225-Special Ed. I.D.E.A.	Fund 451-Capital Projects
Fund 235-ESSER II Funds	Fund 452-2016 GO Bond Capital Projects
Fund 236-ESSER III Funds	Fund 453-Construction Excise Tax
Fund 239 - Measure 98	Fund 455-2022 GO Bond Capital Projects

UMATILLA SCHOOL DISTRICT #6R

December 14, 2023

Superintendent's Recommendation

Recommendations for Hire:

Nancy Caldwell - CBMS Sped. Assistant

Rut Galindo - UHS Educational Assistant

Natalie Aufdermauer - CBMS/UHS Roving Sub. Teacher

Resignations:

Meghan Ang - MHES Teacher

Coaches:

Recommendations for Hire:

Jordan Franklin - Wrestling Coach

Courtney Davis - UHS JV Girls Assistant Basketball Coach

Iri Campos - CBMS Girls Basketball Coach

Resignations:

Courtney Davis - Middle School Girls Basketball

Resignation Letter Σ Inbox x



Courtney Davis

to Anthony, me ▾

Good afternoon Anthony and Josy

Please accept this email as my formal resignation from the middle school girls basketball coach.

--

Courtney Davis

Roving Substitute/Student Teacher

UHS

Letter of Interest-Assistant Coach

1 message

Courtney Davis <davisc@umatillasd.org>

Sat, Dec 2, 2023 at 11:34 AM

To: Josy Chavez <chavezj@umatillasd.org>, Dan Durfey <durfeyd@umatillasd.org>

Good afternoon,

I am writing this letter of interest to you both for the high school girls basketball assistant coach position. Last year I volunteered my time to the program and enjoyed being a part of the team. With more numbers this year, I was presented the opportunity to take this position.

Thank you both for your time and consideration.

Best,

--

Courtney Davis

Bob Lorence
Umatilla High School Principal
1400 7th st
Umatilla, OR 97882

Mr. Lorence,

I am interested in the Head Coach/Assistant Coach position for Umatilla High School's up and coming wrestling program. As a wrestler for Hermiston High School, I found a decent bit of success, finishing my career with a 103-40 record as well as individual awards and accolades. After graduation, I decided not to pursue a college wrestling career as the finances were a daunting issue. The most important qualities I would like to instill in young wrestlers is hard work and Self-discipline. I was taught that if you put forth maximum effort, the results will follow. I believe that statement is true no matter what you're attempting to achieve. My potential vision for this program would be to, over time, create a hard-working squad that can compete at the state level. I would also love to network with others and get our community rallying behind the team (Nothing better than a packed gymnasium to cheer on our wrestlers!) I've had the pleasure of wrestling with and competing against some of the best coaches and wrestlers in the area and have learned very much in my years around the sport and would be eager to share that knowledge and passion with the next generation of wrestlers.

I am very excited to have the opportunity to help this school build a program and I appreciate you taking the time to consider my application. I also decided to include a pair of references that you may contact if you deem necessary.

Sincerely,

Jordan Franklin
541-720-0850
Enclosed: Wrestler Bio with Personal References

Jordan Franklin Wrestling Bio

Hermiston High School Class of 2020; 3.5 GPA

103-40 High School Record

Hermiston High School Record Holder for Takedowns in a Season

2020 "Bulldog Award" Winner

2x State Qualifier

2x All-Conference Wrestler @138 & 145lbs

MCC Wrestler of the Year Honorable Mention

#2 in Official 3A Washington State Rankings @145lbs

Freestyle and Greco State Participant

Western States Championships Participant

Offers from Multiple NCAA Division II Wrestling Programs including

Iowa-Weslayan

Regular Board Meeting
Wednesday, November 15, 2023 7:00 PM
Pacific

Umatilla School District
 1001 6th St
 Umatilla, OR 97882

PRESENT

Board Members:	Administrative Team:
Lesley Claustro-Sanguino	Heidi Sip, Superintendent
Toby Cranston	Kim Gilsdorf, Business Manager
Travis Eynon	Bob Lorence, UHS Principal
Jon Lorence	Rick Cotterell, CBMS Principal
Jorge Meza	Nicole Coyle, MHES Principal
Josiah Barron	David Lougee, ELL Director
Steve Warr	Rikkilynn Starliper, Child Nutrition Director
Veronica Gutierrez	Tim Young, MHES Vice Principal
Jazmin Martinez	Other:
	Student Advisory Council
	Parents

A. CALL MEETING TO ORDER:

Lesly Claustro-Sanguino called the meeting to order at approximately 7:00pm and then led the recitation of the Pledge of Allegiance.

B. PUBLIC INPUT:

No public input at this time

C. PRESENTATIONS:

C.1 Student Advisory Committee

- Student Advisory Council recommends approval of all action items tonight.
- angle of the sun in relation to the softball field is considered and the storage unit for the softball field is close in range for easier access; intermediate school should share the same Viking Mascot as the middle school and high school but McNary Heights should stay the Mustangs to keep differentiation; layout of the new school with the soccer field would be nice but a huge reason for keeping that school the Vikings because the field will be up there where the high school will play; The Vikings represent all the schools better and the Mustangs should stay separate.

D. APPROVE AGENDA:

No changes to the agenda. Board approved agenda

E. ACTION ITEMS:

E.1 Consent Agenda

Minutes for October Regular Board Meeting, HR Report, Disbursements and Financial Statements.

- Unanimous all Yea

E.2 Approve CMGC

- Superintendent Sipe- CMGC is a bid option for us for the new school. This will allow us to select our contractor and oversee all of our projects at a set cost. It's been published in the newspaper as well as the Trade Publication. We've

met all of our legal requirements. This is for you to approve for us to use the bid model for this project. With your approval we will release our full bid documents next week for considerations through December and in January we'll hopefully have a contractor to recommend to the board.

- Unanimous all Yea

E.3 Approve Division 22 Compliance Report

- Superintendent Sipe: Annual requirement. This was published to our website in October and available to the public to read at anytime. To the best of my knowledge we are in compliance with all Division 22 Standards. This is just our annual assurance of that.
 - Steve Warr- asked about the Assessment on Essential Skills and Development
 - Superintendent Sipe- explained the Assessment on Essential Skills and Development
 - Jon Lorence- referenced the SBAC Test
 - Superintendent Sipe-explained the SBAC Test and other previous tests
- Unanimous all Yea

E.4 Approve Library Weeding Log from UHS

- Superintendent Sipe: Books that are either damaged or have not been checked out often.
 - Jon Lorence- are those books lost and not returned or something
 - David Lougee- responded; some are lost books, VHS video tapes, books that were around since before McNary Heights was built. It's a matter of going through and seeing how many checkouts the books had. We can't let the collection grow because technology moves on.
- Unanimous all Yea

E.5 Approve Surplus List from CBMS (ovens)

- Superintendent Sipe: Nice ovens at CBMS
 - Vinny Stefani- There are three of them. All three stoves work. The elementary and high school updated theirs. They are glass top.
 - Superintendent Sipe: Surplus items go on our website in the surplus section. We take closed bids. Anything that doesn't sell we send over to the auction house and it works down the line.
- Unanimous all Yea

E.6 UHS Surplus (race car, vinyl cutter)

- Superintendent Sipe: It's been a lot of years since our race car was used. It was given to us from the police from their surplus list.
- Unanimous all Yea

E.7 Approve District to Apply for Federal Funds

- Superintendent Sipe: need annual approval for us to take money from the Federal Government
- Unanimous all Yea

E.8 Approve SIA Annual Report

- Superintendent Sipe: SIA report is on the web and available for viewing. It's very similar to Division 22 on this, it's just you acknowledging that we have it there and that we do it. SIA-Student Investment Account
- Unanimous all Yea

E.9 Vote on OSBA Board of Directors, LPC

- Superintendent Sipe: Considering position 2. Position 2 is the Gorge Region; Emily Smith from Helix and Dayna Wynn Elledge from North Wasco.
 - Jon Lorence- Emily is really passionate. She's already OSB Secretary. She's vocal. I would put her for a candidate that we vote for.
 - Toby Cranston- 2nd
 - Unanimous all Yea
- Jon Lorence- asked if there was anybody for the Legislature Policy Position.
- Superintendent Sipe- Gorge Region only has one candidate position, Judy Richardson. Would just be approving your vote for Judy.
- Josiah Barron- commented she's the current one
- Superintendent Sipe- responded yes
- Unanimous all Yea
- Jon Lorence- Rural Caucus
- Super Sipe- Resolution 1- Create the Oregon Rural School Board Member Caucus and designate a seat on the OSBA Boards and Legislative Policy Committee for the Rural Caucus; #2 adopt the proposed amendments by the OSBA by laws.
- Jon Lorence- personally would vote for both; it's like a Pandora's Box
- Toby motion to vote for both
- Unanimous all Yea

F. DISCUSSIONS:

F.1 School Facility Update

- Superintendent Sipe-extra bathrooms outside the CTE building; additional parking
- Jon Lorence- regarding sun concerns; adding shade trees along the parking lot
- Superintendent Sipe- check again with Coach Olson regarding the sun; CTE classroom expansion space
- Josiah Barron- blue shed/storage
- Superintendent Sipe- responded; the kids want it to be closer for access; add shed with concession stand
- Steve Warr- gray area is road access?
- Superintendent Sipe- responded it's our access path
- Superintendent Sipe- field house that will be storage, concessions and an outdoor bathroom; slope means lower area can be it's own space for facility use and community use, true UHS soccer field; parking is all separate; not at all like MHES; school faces the cemetery; gym is fully sized and allow access only to the gym; roll up door to have access to the bathrooms; music teacher all open with gym space; bleachers and floors for all students; 300 students on bleachers for the first year; 500 students max

-Jon Lorence- add more bleachers now since we know we're going over 500; light on the soccer field

-Superintendent Sipe- soccer field will have lights

-Superintendent Sipe- dream kitchen, size of the high school; next to cafeteria will be the STEAM room upstairs; spaces feel more connected; enough private bathrooms for gender neutral; elevators;

-Toby Cranston- is this one story

-Superintendent Sipe- responded; two story; 4-6 grade school

-Lesly- do we know who's upstairs and downstairs

-Superintendent Sipe- no

G. OTHER/BOARD DISCUSSIONS:

-Travis Eynon- very good conference for OSBA

-Superintendent Sipe- Our Board presented very good

-Travis Eynon- Presentations went very well, Heidi's presentation was polished as always

-Superintendent Sipe- having seven of nine was very impressive; all represented very well

H. STAFF RECOGNITION:

H.1 Frank Monahan, Chief Grant, David Lougee, Jessica Garcia, Officer Wilson, Nanci Islas, Miriam Ruiz, Coni Pottorff, Daphne Castro, Salesh Karan, Dual Language Teachers; Jessica Garcia, TOSHira Escamilla, Margaret Gutierrez, Grace Martinez, Tessa Jaimez, Mykel Liebe, Samantha Carrillo, Rosy Madrigal, Marlina Serratos, Johana Sepulveda, Jenn Franks, Debbie Tesch, Clint Hill, Dave Williams, Rita McDougall

I. REPORTS:

- **1.1. Clara Brownell Middle School - Rick Cotterell, Anthony Brown**

-Rick Cotterell- Nothing to add to written report.

- **1.2. McNary Heights Elementary School — Nicole Coyle, Tim Young, Taunya Daniel**

- **1.3. Umatilla High School — Bob Lorence, April Dirksen, Dan Durfey**

-Bob Lorence- wrapping up activities for all; firing up all winter sports; new wrestling coaches being broke in; six girls out for wrestling

-Jon Lorence- asked about a winter sports schedules

-Bob Lorence- next week will finalize them all; 21st is the parent meeting

- **1.4. Maintenance - Vinny Stefani**

-Vinny Stefani- utility bill increase; seems like our buildings are being occupied more often and for a long period of time; not slowing down

- **1.5. District — Heidi Sipe, Stephanie Williams-Strege, Kim Gilsdorf, David Lougee, Rikkilynn Starliper, Maria Sanchez, Pat Kerrigan**

Superintendent Sipe- nothing to add beyond huge gratitude to our board

Stephanie Williams-Strege- Portland lots of conferences; ODE in person since 2019; started session 2 on Monday

Kim Gilsdorf- Bethel Handlin; shared how impressed they were and what a stellar job the board did

David Lougee- nothing to add

Rikkilynn- Superintendent Sipe shared Rikkilynn made fruit salad and

Thanksgiving Dinner for the board tonight; has 850 total people and does not

include the staff; all new staff at MHES that has never done it before; huge kudos to Rikkilynn

-Bob Lorence- I love stuffing

- **1.6. IMESD Talking Points**
n/a

J. PUBLIC INPUT:

n/a

K. ADJOURN:

8:06PM- Lesly Claustro-Sanguino

Board Chair

Superintendent



Heidi Sipe <sipeh@umatillasd.org>

Confirmation - 2023-25 Oregon Early Literacy Grant Application

1 message

Smartsheet Forms <forms@app.smartsheet.com>
To: sipeh@umatillasd.org

Mon, Dec 4, 2023 at 11:06 AM



Thank you for submitting your entry. A copy is included below for your records.

2023-25 Oregon Early Literacy Grant Application

Grantee Name Umatilla SD 6R

PRT1. What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program?

Dual language reading instruction, encompassing the use of both English and Spanish, plays a vital role in fostering student belonging in an early literacy system. This approach allows students from diverse linguistic backgrounds to see themselves reflected in the curriculum, promoting a sense of inclusion and cultural relevance. When students are provided opportunities to learn and read in their native language, it validates their identity and enriches their cultural connections. Additionally, dual language instruction can boost academic achievement by capitalizing on students' language strengths, leading to increased confidence and a greater sense of belonging in the educational environment.

Training for teachers and educational assistants in the "big five" literacy skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension) equips educators with the essential tools to support student success. By ensuring that all staff members have a strong grasp of these foundational literacy skills, schools can offer consistent and high-quality literacy instruction, reducing disparities in student achievement. When students receive effective literacy support, they are more likely to feel confident and engaged in their learning journey, thereby reinforcing their sense of belonging within the school community.

Adopting a core and intervention curriculum that is comprehensive and available in both English and Spanish ensures that students of all linguistic backgrounds have equitable access to the resources they need to excel in literacy. This approach not only fosters inclusivity but also supports the school's commitment to meeting the diverse needs of its students. The availability of materials in both languages helps students build their literacy skills in the language they are most comfortable with, contributing to their academic growth and overall sense of belonging within the school's early literacy system. In conclusion, a holistic approach to literacy education that incorporates dual language instruction, well-trained educators, and an inclusive curriculum reinforces student belonging by providing a supportive and equitable environment that meets the needs of all learners.

PRT2. What evidence do you have regarding Family and Community Partnership indicators being embedded in

Parent training offered in both English and Spanish through the Family Check-Up program serves as a cornerstone for strengthening family and community partnerships in the school's early literacy program. By delivering training in multiple languages, the school acknowledges and respects the linguistic diversity of its community, ensuring that parents of various backgrounds can actively engage in their children's education. This not only enhances communication between the school and families but also empowers parents with the knowledge and skills necessary to support their child's early literacy development at home. Such programs build a bridge

your early literacy program?

between school and home, creating a sense of partnership that fosters a collaborative approach to education.

The parent-teacher club funded by the school district further reinforces family and community partnerships. This club provides a platform for parents to connect with teachers, administrators, and other families, promoting a sense of belonging and active involvement in the school community. It also facilitates open communication and collaboration on various school-related activities, including early literacy initiatives. These interactions not only strengthen the bonds between the school and families but also demonstrate the district's commitment to involving parents as valued stakeholders in their children's education.

Ongoing family engagement opportunities offered by the school district, beyond traditional meetings and conferences, encourage continuous involvement in the early literacy program. Workshops, events, and initiatives that bring families together help to establish a strong sense of community and partnership. When parents and caregivers are regularly engaged in their child's education through these opportunities, it not only benefits the students but also creates a collaborative, supportive, and inclusive environment that prioritizes the importance of family involvement in the early literacy journey. In conclusion, by providing training, clubs, and ongoing engagement opportunities in multiple languages, the school district effectively promotes family and community partnerships, enriching the overall early literacy program. This inclusive approach fosters a sense of belonging and shared responsibility for student success.

PRT3. What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program?

Parent training in both English and Spanish through the Family Check-Up program is a key component of promoting oral language development in early literacy. When parents are equipped with strategies to support their children's language skills, it enhances their capacity to engage in meaningful conversations and activities at home. This not only fosters a nurturing language-rich environment but also aligns with the foundational role of oral language in literacy development. By offering this training bilingually, the school recognizes the importance of linguistic inclusivity, making it accessible to a diverse range of families and reinforcing the value of their contributions to their child's literacy journey.

Simultaneously, staff training in the science of reading ideas ensures educators possess the necessary knowledge and skills to facilitate strong language and literacy development. Through this training, both certified and classified staff members are better equipped to create a literacy-rich environment and provide effective instruction that supports students' oral language development. This, in turn, strengthens the foundation for later literacy skills such as phonemic awareness and comprehension, emphasizing the crucial role of oral language as a root for literacy.

A robust library program with books and services in both Spanish and English complements this approach. It provides a wealth of resources that support language development in both languages, accommodating diverse linguistic backgrounds. By offering materials in multiple languages, students can engage with literature that resonates with their cultural and linguistic identity, contributing to a more inclusive and supportive environment that recognizes the significance of oral language in literacy. Dual language programming further solidifies this approach by reinforcing the development of strong language skills in both languages, thereby promoting oral language as a root of literacy development in the school's early literacy program.

PRT4. What evidence do you have regarding Reading Models Based in Research indicators being embedded in

The selection committee selecting adoption of curriculum and interventions for the early literacy program focus their work on the science of reading. Curriculum and interventions are aligned with evidence-based practices that promote the development of foundational reading skills. These evidence-based practices encompass phonemic awareness, phonics, fluency, vocabulary, and comprehension—the components of the science of reading which is the core of our literacy plan. The curriculum and interventions reflect the latest research findings on how these skills are best taught and should be adaptable to meet the diverse needs of students.

your early literacy program?

Educators trained in the science of reading are well-prepared to implement reading models based on research. They understand the science of reading and how each component of science of reading foundations connect to a child's ability to read effectively. This knowledge enables them to choose appropriate teaching strategies and materials that are grounded in research, ensuring that their instruction aligns with the most up-to-date and effective methods for teaching literacy. In doing so, they can help all students, including those who may struggle with reading, by providing targeted and evidence-based interventions.

By selecting curriculum and interventions that are backed by research, and by having educators trained in science of reading, the early literacy program is positioned to deliver high-quality, research-based instruction to its students. This approach increases the likelihood that students will develop strong reading skills and achieve success. It also underscores the school's commitment to staying current with the science of reading, which is essential for promoting literacy excellence and supporting all students in their reading development.

PRT5. What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program?

In our school, literacy instruction is designed to be inclusive and accessible to all students, ensuring that they experience and practice the full range of foundational literacy skills. This approach recognizes the importance of phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension, and fluency in building strong reading abilities. We emphasize explicit, systematic, diagnostic, and responsive teaching to cater to individual student needs. Educators use data-driven insights to identify areas where each child may need additional support, enabling them to tailor instruction to address specific weaknesses. By accommodating diverse learning needs, this approach ensures that no child is left behind in their literacy development.

Foundational skills instruction is a cornerstone of our daily literacy program. Students engage in protected daily literacy instruction that offers ample opportunities to practice and apply these skills. We believe that foundational skills are not just a phase in early education but should continue up to and beyond grade five as necessary. This extended focus on foundational skills supports a deep understanding of language and literacy, contributing to higher proficiency and comprehension as students progress through their academic journey.

Educators in our school follow a clear, intentional scope and sequence based on the learning progression for foundational skills in our district. This ensures that literacy instruction is well-structured, building on prior knowledge and skills and advancing in a systematic manner. This approach helps students gradually develop their reading abilities over time and provides educators with a roadmap for effective teaching. It's a commitment to a well-rounded and strategic literacy program that equips students with the skills they need to thrive academically and in life.

PRT6. What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program?

In our literacy program, educators prioritize explicit vocabulary instruction, especially for on-grade-level words. They recognize the importance of equipping students with a rich and diverse vocabulary to enhance their reading comprehension and overall language skills. To achieve this, educators provide child-friendly explanations, breaking down complex concepts into accessible terms that young learners can understand. They also offer numerous opportunities for children to review and use new words over time, reinforcing their vocabulary development. This approach not only helps students grasp the meaning of words but also promotes a deeper understanding of the texts they read, fostering improved literacy skills.

Our literacy program encourages students to engage with language throughout their day, placing a strong emphasis on listening to, reading, thinking, talking, and writing about texts. This holistic approach ensures that students are constantly immersed in language-rich environments, promoting their language acquisition and literacy development. This immersion allows students to practice their language skills in various contexts, reinforcing their

ability to comprehend and communicate effectively. It also fosters a love for reading and writing by making these activities integral parts of their daily routines.

Furthermore, our literacy content is designed to be well-rounded, encompassing a broad range of topics and perspectives. This approach not only exposes students to a variety of subject matters but also ensures that the curriculum is culturally responsive and relevant to the diverse backgrounds of our student body. The curriculum is intentionally designed to support all students equitably, recognizing and valuing the unique strengths and experiences they bring to their education. By addressing the varied needs and backgrounds of our students, we promote inclusivity and ensure that every child has the opportunity to thrive in our literacy program.

PRT7. What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program?

In our early literacy program, the selection of the adopted curriculum is a meticulous process that involves choosing from the approved list by the Oregon Department of Education (ODE). This selection is based on rigorous research and evaluation, ensuring that the chosen curriculum aligns with the state's educational standards and the latest evidence-based practices in reading instruction. The ODE-approved list serves as a reliable source of high-quality materials, providing educators with a carefully curated selection of instructional resources that are well-suited for our students' needs.

Once the curriculum is selected, it is imperative that educators receive comprehensive training to ensure successful implementation. Instructional coaches play a crucial role in supporting our educators during this process. They guide teachers in understanding the curriculum's pedagogy, materials, and methodologies, helping them align their instructional practices with the curriculum's goals and standards. Regular professional development sessions are conducted to keep educators updated on best practices and to address any questions or challenges they may encounter during implementation.

The support provided by instructional coaches extends beyond initial training. They work closely with educators, offering ongoing guidance, feedback, and troubleshooting to improve curriculum implementation. This collaborative approach fosters a culture of continuous improvement and ensures that the adopted curriculum is effectively and faithfully integrated into our early literacy program, promoting the academic success of our students and the overall effectiveness of our educational efforts.

PRT8. What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program?

In our dual language literacy program, equitable access to the core curriculum is a top priority for multilingual learners. We recognize that language development is a fundamental component of academic success, and thus, our program is designed to provide comprehensive language support. Multilingual learners receive instruction in both their native language and the target language, allowing them to bridge any language gaps and access the core curriculum effectively. Additionally, explicit vocabulary instruction is integrated into the program, with a focus on teaching high-frequency, academic, and domain-specific words to enhance comprehension and language skills.

To further support multilingual learners, our program employs sheltered instruction techniques. Sheltered instruction ensures that the core curriculum is presented in a way that is accessible and comprehensible, while still being academically challenging. Educators use visual aids, hands-on activities, and differentiated instruction to make the content more understandable.

Formative assessments are used continuously to monitor students' progress, providing valuable insights into their language development. These assessments guide instructional decisions, allowing educators to adjust their teaching methods to better suit the individual needs of multilingual learners. Summative assessments help evaluate the overall success of the program and provide a basis for ongoing improvements.

For striving readers, additional support is offered through high-dosage tutoring using approved intervention curriculum. This targeted approach is designed to provide extra assistance to students who may be struggling with literacy development. The approved intervention curriculum is based on

**APT1.
Professional
Development
and Coaching**

evidence-based practices and is tailored to the specific needs of each student. It allows striving readers to receive personalized, intensive instruction that aims to accelerate their literacy progress. This extra support ensures that all students, including those who may require additional assistance, have the opportunity to develop strong literacy skills and access the core curriculum successfully.

Literacy coaches specializing in Spanish and English prioritize the Science of Reading foundational skills in their collaborative efforts with K-3 teachers. The Science of Reading is an evidence-based approach that focuses on the cognitive processes underlying reading and emphasizes systematic, explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.

In their development work with teachers, literacy coaches underscore the importance of integrating these foundational skills seamlessly into instructional practices. They guide educators in understanding the cognitive science principles that inform effective reading instruction, ensuring a solid grasp of how language is acquired and how reading skills develop.

To tailor their professional development support, literacy coaches leverage student data obtained from curricular assessments and MAPS fluency results. These assessments provide a detailed understanding of each student's reading proficiency and highlight specific areas of challenge. By analyzing this data, literacy coaches identify patterns and trends that inform their approach to customization, allowing them to design targeted interventions and strategies.

The same data-driven approach is applied to staff development needs. Literacy coaches recognize that teachers have varying strengths and areas for growth. By pinpointing the specific professional development needs of each teacher, coaches ensure that support is personalized, addressing individual strengths and challenges within the Science of Reading framework.

Ultimately, the collaborative efforts between literacy coaches and K-3 teachers aim to create a robust foundation in reading skills, ensuring that students receive tailored instruction that aligns with the Science of Reading principles and maximizes their literacy development.

**APT2. Extended
Learning**

The STEAM Academy, with its three major prongs of design—tutoring, engaging after-school courses and field experiences, and access to mental health support—integrates literacy as a cornerstone for academic success. This program is free to all students in the District through the 21st CCLC program and provides twelve hours of extended learning time per week during the school year and 4.5 hour of instruction/day over the six-week summer school opportunity.

To ensure a positive learning experience, the program director engages in weekly meetings with the administration team, fostering a partnership with school staff to deliver quality programming. The use of Early Warning System data aids in prioritizing after-school enrollment, facilitating customized student interventions.

The extended day staff (predominantly paraprofessionals and teachers from the district) receives training in evidence-based instructional practices rooted in the science of reading. Professional development is provided by instructional coaches from both USD and IMESD, ensuring that tutors are equipped with the necessary skills to implement effective literacy instruction. The curriculum is selected in coordination with the Director of Elementary Education and grade-level teachers, ensuring alignment with school-day instruction.

Monitoring student progress is a key aspect, with MAPS Fluency scores utilized to identify strengths and areas for improvement. This data-driven approach ensures that the literacy interventions are tailored to individual student needs, promoting comprehensive and effective literacy instruction.

APT3. High-Dosage Tutoring

The STEAM Academy's commitment to literacy is reflected in its strategic integration into the program's design, staffing, and professional development practices.

The STEAM Academy is committed to providing high-dosage tutoring in reading, with a focus on evidence-based practices rooted in the science of reading. Students identified as in need by the school-day staff will be recruited and given priority enrollment in the tutoring program, which will consist of 30-minute sessions three times per week. This time is separate from the course time described in the Extended Learning section of this application. These tutoring sessions are designed to address crucial elements of literacy, including phonemic awareness, phonics, vocabulary development, fluency, and comprehension.

The intervention curriculum for these sessions is meticulously selected based on student MAPS data, ensuring a targeted and individualized approach to literacy instruction. The use of MAPS Fluency scores further allows the program to monitor student progress, identifying areas of strength and pinpointing specific needs for further intervention.

To support tutors in implementing these evidence-based strategies, the STEAM Academy places a strong emphasis on robust professional development. Tutors undergo initial and ongoing training, focusing on the science of reading. This training is facilitated by instructional coaches from both USD and IMESD, ensuring that tutors are well-equipped to deliver effective literacy instruction.

The selection of the curriculum is a collaborative effort involving the Director of Elementary Education, grade-level teachers, and instructional coaches. This collaborative approach ensures that the chosen curriculum aligns seamlessly with school-day instruction, addressing the unique needs of each student. In essence, the high-dosage tutoring in reading at the STEAM Academy is a comprehensive and targeted initiative, leveraging evidence-based practices and data-driven decision-making to foster strong literacy skills among students.

APT4. Student Growth Assessment

At McNary Heights Elementary, MAPS Fluency and MAPS (Measures of Academic Progress) are integral tools for monitoring student growth in reading and language usage. These assessments offer crucial insights into individual progress, allowing educators to make informed decisions and tailor interventions.

MAPS Fluency serves as a progress monitoring tool, effectively gauging reading proficiency through oral reading assessments. The data from MAPS Fluency helps track improvements and identify areas of concern, such as phonemic awareness and decoding skills, allowing educators to target specific aspects of reading that may require additional support.

Concurrently, MAPS is administered three times annually, offering a comprehensive view of a student's academic growth across various subjects, including reading and language usage. The disaggregated data from MAPS enables educators to analyze performance at a granular level, identifying strengths and areas for improvement in language usage skills and aligning interventions precisely with individual needs.

Importantly, the disaggregated data from both MAPS Fluency and MAPS informs not only individual student assessment but also broader programmatic needs. Educators analyze group-level data to discern patterns, guiding adjustments to instructional strategies, professional development, curriculum selection, and overall program enhancements.

The strategic utilization of MAPS Fluency and MAPS empowers educators to monitor student growth with precision, addressing individualized needs and guiding programmatic improvements for an inclusive and effective learning environment.

APT5. What communication strategies will be used to engage with other school districts?

Roundtable Discussion, Website, School Board Meeting

APT6. What communication strategies will be used to engage with elementary schools of the school district?

Other (type out)

APT7. What communication strategies will be used to engage with families of the school district?

Community Group Meeting, Website, School Board Meeting, Open House Night

APT8. What communication strategies will be used to engage with members of the school district community?

Community Group Meeting, Website, School Board Meeting, Open House Night

APT9. Name the fund source(s) for the 25% match.

General Fund

APT10. If applicable, a fund source is named for the 4th and/or 5th grade match.

N/A

APT11. Please do your best to mark which of the following categories best describe how you are using your matching funds. (check all that apply)

Professional Development & Coaching

APT12. Name your fiscal agent for this grant agreement.

Umatilla SD 6R

By checking the following box, the applicant agrees that they



have reviewed their early literacy program to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative

By checking the following box, the applicant agrees that they have reviewed the reporting requirements in Section 6 (2) of the Early Literacy Success Initiative and included in the Early Literacy Success School District Grants Application Guidance.



By checking the following box, the applicant agrees that they use literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this



requirement is met.

By checking the following box, the applicant agrees that they will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction; and if not, have provided a rationale and description of how they will plan to do so in the future.

By checking the following box, the applicant agrees that they will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors; and if not, have provided a rationale and description of how they will plan to do so in the future.

By checking the following box, the applicant agrees that they will provide high-dosage tutoring to students in early elementary

grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices; and if not, have provided a rationale and description of how they will plan to do so in the future.

By checking the following box, the applicant agrees that they have a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the Early Literacy Success Initiative).



By checking the following box, the applicant agrees to comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex,



sexual orientation, marital status, gender identity, religion, age, or disability.

Name of person submitting form Heidi Sipe

Email of Person Submitting Form sipeh@umatillasd.org

Role of Person Submitting the Form Superintendent

Reporting and Application Dashboard Contact People gilsdorfk@umatillasd.org

File Attachments

 **Step 3_Literacy Inventory and Budget.xlsm** (88k)

Select your institution from

Please provide contact information for the

Name	Heidi Sipe
Phone	541-922-6500
Email	sipeh@umatillasd.org

From the drop down list to the right: 2204-Umatilla SD 6R

person completing this budget

Type of Material (Dropdown Menu)	If other, please describe
Core Materials	
Core Materials	Spanish Reading Core
Intervention/Acceleration Materials	K-2
Intervention/Acceleration Materials	1st-3rd
Intervention/Acceleration Materials	3-5
Intervention/Acceleration Materials	1st-4th
Supplemental Materials	1st-5th
Intervention/Acceleration Materials	4th-5th
Supplemental Materials	K-5
Intervention/Acceleration Materials	4th-5h
Supplemental Materials	K-5th
Intervention/Acceleration Materials	K-4th
Supplemental Materials	K-5th
Supplemental Materials	1st-4th
Intervention/Acceleration Materials	K-4th
Benchmark or Summative Assessment	K-5th
Formative Assessment Materials	K-2
Formative Assessment	K-2

Title of literacy assessments, tools, curricula and digital resources	Name of Vendor / Developer / Publisher	Print or Digital (Dropdown Menu)
McGraw Hill- Wonders (English)	McGraw Hill	Both
McGraw Hill- Maravillas (Spanish)	McGraw Hill	Both
Heggerty	Heggerty	Print
Phonics for Reading	Curriculum Associates	
Heggerty- Primary Extension	Heggerty	Print
Wonderworks	Simon and Schuster	Print
Read Live	Read Naturally Inc	Digital
Corrective Reading	McGraw Hill	Print
IXL	IXL	Digital
Rewards	Voyager Sopris	Print
Moby Max	Moby Max	Digital
Estrellitas	Estrellitas	Print
Imagine Espanol	Imagine Learning	Digital
Read Live-Espanol	Read Naturally Inc	Digital
Conciencia fonologica	Heggerty	Print
MAPS	NWEA	Digital
MAPS Fluency	NWEA	Digital
IDEL	DIBELS	Print

Grades - Select All that Apply (Dropdown Menu)	Was this adopted from the 2022 SBE Adopted Materials for English Language Arts (ELA) and Literacy list or through an Independent Adoption? (Dropdown Menu)
Kindergarten, First, Second, Third, Fourth, Fifth	State Board of Education Adoption
Kindergarten, Kindergarten, First, Second, Third, Fourth, Fifth	State Board of Education Adoption
Second, Kindergarten, First	
First, Second, Third	
Fifth, Third, Fourth	
First, Second, Third, Fourth	
First, Second, Third, Fourth	
Fifth, Fourth	
Fifth, Kindergarten, First, Second, Third, Fourth, Fifth	
Fifth, Fifth, Fourth	
Fifth, Kindergarten, First, Second, Third, Fourth, Fifth	
Second, Kindergarten, First, Third, Fourth	
Fifth, Kindergarten, First, Second, Third, Fourth, Fifth	
First, Second, Third, Fourth	
Fourth, Kindergarten, Second, Third	
Fifth, Kindergarten, First, Second, Third, Fourth, Fifth	
Second, Kindergarten, First	
Second, Second, Kindergarten, First	

<p>If adopted instructional material are from the 2022 SBE Adopted Materials for English Language Arts (ELA) and Literacy list, please indicate which one from the list below. (Dropdown Menu) (If Applicable)</p>	<p>If Independent adoption, did your school board use the SBE ELA Adoption Criteria? (Dropdown Menu) (If Applicable)</p>
McGraw Hill LLC Wonders (Grades K-2)	
McGraw Hill LLC Wonders (Grades K-2)	

Date of Adoption	Is this your student growth assessment? (Dropdown Menu)
1-Jun	No
1-Jun	No
	No
	No
	No
	No
	No
	No
	No
	No
	No
	No
	No
	No
	No
	Yes
	No
	No

Allowable Use Code
Purchase Culturally Relevant Curricula & Materials
Curricula Training & PD
Professional Development and Coaching
1:1 High Dosage Tutoring
Small Group High Dosage Tutoring
Extended Learning Programs - Home-based Summer Reading
Extended Learning Programs - Intensive Summer School
Extended Learning Programs - Other

ALL
Object Codes
111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit
112 Classified Salaries for work performed by "Classified Employees"
11X Salaries associated with "Support Staff and Support Personnel", Salaries associated with "Program Coordinators/Regional Coordinators"
Administrative Salaries
2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary
12X Substitute Salaries for employees who are hired on a temporary or substitute basis
Additional Salaries
3XX Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased), 31X Instructional, Professional and Technical Services
34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, Other Supplies and Materials
Capital Outlay
690 Grant Indirect Charges/Administrative Indirect
Dues and Fees
Miscellaneous
Other

Code
CRCM
CTPD
PDC
1:1HDT
SGHDT
ELPH
ELPSS
ELPO

Code
111
112
11X
113
2XX
12X
13X
31X
34X
4XX
5XX
690
640
8XX
Other

Umatilla School District 6

Code: BDDH
Adopted: 10/11/95
Revised/Readopted: 2/11/04; 3/10/22
Orig. Code: BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will complete and submit the Intent to Speak card to the Board secretary prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment only on agenda items.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

- Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to help@umatillasd.org. Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

Cross Reference(s):

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making