

## REGULAR BOARD OF DIRECTORS MEETING

Wednesday, December 3, 2025 6:15 PM

South Umpqua School District, 558 Chadwick Ln, Myrtle Creek, OR 97457

1. **Call to Order/Roll Check**
2. **Flag Salute**
3. **Adoption or Adjustment of Agenda**
4. **Citizens Request of the Board**
5. **Myrtle Creek Elementary School Presentation**
6. **Superintendent Communication**
  - 6.1. State Report Card
  - 6.2. Demographic Report
  - 6.3. Enrollment Report
7. **Financial Report**
8. **Foundation Communication**
9. **Consent Agenda** *(All items may be adopted by a single motion unless pulled for special consideration.)*
  - 9.1. Donation from Country Financial - Chapman Agency (Jeremy Chapman). Donation of lumber valued at \$2,200 for SUHS athletics.
  - 9.2. Resignation of Troy Beiling, Social Studies Teacher at Coffenberry Middle School
  - 9.3. Resignation of Kale Lanza, Elementary Teacher at Tri City Elementary
  - 9.4. Second reading and approval of board policies: BCF, DBEA, IKF, JHCA, JOA, LBEA and GBNA/JHFF
  - 9.5. Approve Board Minutes from November 05, 2025, Regular Board Meeting
  - 9.6. Resignation of Dawn Dunlap, Counselor at South Umpqua High School
10. **Action Items**
  - 10.1. **SIA Grant Agreement Approval**
  - 10.2. **Declare Board Position, Zone 3, Position 2, vacant.**
  - 10.3. **2025 OSBA Elections – Legislative Policy Committee Position 09**
11. **Announcements:**

**Regular Board Meeting January 07, 2026, at 6:15 pm**

12. **Board Member Comments**

13. **Board chair closing comments**

14. **Adjourn Meeting**



# **SOUTH UMPQUA SCHOOL DISTRICT**

Unlocking Unlimited Potential in Every Student

## **Superintendent's Reports**

December 3, 2025

To: Board of Directors  
From: Superintendent, Erika Bare  
**Subject: Superintendent Reports**  
Date: December 3, 2025

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### **Summary:**

Superintendent Erika Bare will provide announcements/reports to the Board on items of interest.

### **Strategic Plan Update:**

We sent leadership teams to attend a phenomenal conference in Portland to further our work on Professional Learning Communities. We are excited to share out the learning and bring it to the rest of our teachers.

Conferences were highly attended grades K-8, with lots of positive feedback regarding the student-led conferences. 97.5% of respondents indicated that the conference was a meaningful experience.

### **Items of Interest:**

I continued with the Superintendent Student Advisory Council at Canyonville, Myrtle Creek, and Coffenberry. It was so much fun, and the students had some wonderful insights. I will be meeting with the high school students next week and then will summarize all that I learn so that I can take some action based on their feedback.

### **Bargaining**

We are in a bargaining year with our Licensed Group. We have scheduled bargaining sessions for January 6<sup>th</sup> and 8<sup>th</sup>. We need to identify a board member to participate. We also need to hold an executive session prior to the winter holiday. Wondering if December 17<sup>th</sup> works for folks either virtually or in person?

Unlocking the Unlimited Potential in Every Student.





**SOUTH UMPQUA**  
**SCHOOL DISTRICT**

Unlocking Unlimited Potential in Every Student

## 2025-2025 State Report Card

December 3, 2025

To: Board of Directors  
From: Erika Bare, Superintendent  
**Subject: State Report Card and Demographic Data**  
Date: December 3, 2025

**Summary:** Review the results of the Oregon State Report Card and Accountability Details

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**Background:** The Superintendent will review the Oregon State Report Card and Accountability Details.

**Financial Implications:** All actions to achieve the goals are included in the district's adopted 2025-2026 budget.

# 2024-25 ESSA District Accountability Details Report

Public Version - November 20, 2025

**District:** South Umpqua SD 19

The Accountability Details Report displays district-level data for indicators used to identify schools for Comprehensive or Targeted supports as required by Oregon’s State Plan under the Every Student Succeeds Act (ESSA). The report displays data for nine indicators: English language arts (ELA) Achievement and Average Gap Score Change, Mathematics Achievement and Average Gap Score Change, Regular Attenders, On Track to English Language Proficiency (ELP), 9th Grade On-Track, Four-Year Cohort Graduation, and Five-Year Completers. Where appropriate, these indicators are also broken out by grade bands. These grade bands are Elementary (Kindergarten through 5th grade), Middle (6th through 8th grade), and High (9th through 12th grade).

The accountability system assigns a level of 1 to 5 for each indicator, where level 1 is the lowest rating and level 5 is the highest rating. For more information about the indicators and their definitions and calculations, please refer to [Accountability Details Policy and Technical Manual](#). Detailed data for each of the indicators appear on subsequent pages.

As you read the following pages, please note:

- Indicator ratings that display ‘Not Rated’ refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
  - The On Track to ELP, 9th Grade On-Track, and Regular Attenders indicators include current-year English learners only.
  - ELA and Mathematics Achievement, Average Score Change, and Participation include current-year English learners as well as former English learners, who are monitored for four years after exiting an English Learners program.
  - The Graduation and Completers indicators include students who were English learners at any time during high school.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

## English Language Arts Academic Achievement Details

**District:** South Umpqua SD 19

**Level:** Elementary (Grades K-5)

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	18
Level 1	<18

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

### State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	21.9	31.5	36.9	29.8	Level 2
All Students - Adjusted Denominator	347	336	312	995	
Students Experiencing Poverty - Percent	17.4	28.3	31.7	25.6	Level 2
Students Experiencing Poverty - Adjusted Denominator	184	180	167	531	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	9.3	7.0	8.1	8.1	Level 1
Students with Disabilities - Adjusted Denominator	43	43	37	123	
American Indian/Alaska Native - Percent	*	*	*	21.4	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	15.2	20.5	34.4	22.2	Level 2
Hispanic/Latino - Adjusted Denominator	46	39	32	117	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	14.5	20.8	37.2	23.3	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	55	48	43	146	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	23.0	34.1	36.3	31.1	Level 2
White - Adjusted Denominator	257	261	248	766	
Multi-racial - Percent	23.5	24.0	40.0	27.8	Level 2
Multi-racial - Adjusted Denominator	34	25	20	79	

## English Language Arts Average Gap Score Change Details

**District:** South Umpqua SD 19

**Level:** Elementary (Grades K-5)

The English Language Arts (ELA) Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by the school years listed, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

ELA Average Gap Score Change	Cut
Level 5	14
Level 4	7
Level 3	0
Level 2	-20
Level 1	<-20

Student Group	Average Gap 2021-22 & 2024-25	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-62	-43	19	Level 5
All Students - Denominator	664	645		
Students Experiencing Poverty	-69	-56	13	Level 4
Students Experiencing Poverty - Denominator	351	347		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-120	-124	-4	Level 2
Students with Disabilities - Denominator	92	80		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	-64	-49	15	Level 5
Hispanic/Latino - Denominator	81	71		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	-69	-49	20	Level 5
Underserved Race/Ethnicity - Denominator	94	91		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	-60	-42	18	Level 5
White - Denominator	501	506		
Multi-racial	-64	-37	27	Level 5
Multi-racial - Denominator	68	45		

## English Language Arts Participation Details

**District:** South Umpqua SD 19

**Level:** Elementary (Grades K-5)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

### Participation Target: 94.5%

Student Group	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	98.1	98.3	98.8	98.4	Met
All Students - Denominator	367	353	325	1045	
Students Experiencing Poverty - Percent	98.0	97.9	99.4	98.4	Met
Students Experiencing Poverty - Denominator	198	192	176	566	
English Learners - Percent	75.0	100.0	100.0	90.9	Not Rated
English Learners - Denominator	4	4	3	11	
Students with Disabilities - Percent	91.7	100.0	100.0	96.9	Met
Students with Disabilities - Denominator	48	44	38	130	
American Indian/Alaska Native - Percent	100.0	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	6	6	6	18	
Black/African American - Percent	100.0	100.0	100.0	100.0	Not Rated
Black/African American - Denominator	1	3	4	8	
Hispanic/Latino - Percent	97.9	100.0	97.1	98.4	Met
Hispanic/Latino - Denominator	48	40	34	122	
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	3	3	1	7	
Underserved Race/Ethnicity - Percent	98.3	100.0	97.8	98.7	Met
Underserved Race/Ethnicity - Denominator	58	52	45	155	
Asian - Percent	100.0	66.7	100.0	80.0	Not Rated
Asian - Denominator	1	3	1	5	
White - Percent	98.2	98.2	99.2	98.5	Met
White - Denominator	273	273	257	803	
Multi-racial - Percent	97.1	100.0	95.5	97.6	Met
Multi-racial - Denominator	35	25	22	82	

## English Language Arts Academic Achievement Details

**District:** South Umpqua SD 19

**Level:** Middle (Grades 6-8)

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	18
Level 1	<18

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

### State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	20.5	22.4	18.8	20.8	Level 2
All Students - Adjusted Denominator	292	299	309	889	
Students Experiencing Poverty - Percent	15.3	19.1	13.5	16.1	Level 1
Students Experiencing Poverty - Adjusted Denominator	144	136	148	422	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	<5	6.3	<5	<5	Level 1
Students with Disabilities - Adjusted Denominator	*	48	*	*	
American Indian/Alaska Native - Percent	*	*	*	40.0	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	23.1	16.0	11.1	17.1	Level 1
Hispanic/Latino - Adjusted Denominator	26	25	27	76	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	29.0	17.2	16.1	21.6	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	31	29	31	88	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	16.6	22.7	20.1	20.0	Level 2
White - Adjusted Denominator	229	238	244	705	
Multi-racial - Percent	38.7	23.5	11.8	24.7	Level 2
Multi-racial - Adjusted Denominator	31	34	34	97	

## English Language Arts Average Gap Score Change Details

**District:** South Umpqua SD 19

**Level:** Middle (Grades 6-8)

The English Language Arts (ELA) Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by the school years listed, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

ELA Average Gap Score Change	Cut
Level 5	14
Level 4	7
Level 3	0
Level 2	-20
Level 1	<-20

Student Group	Average Gap 2021-22 & 2024-25	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-64	-79	-15	Level 2
All Students - Denominator	537	597		
Students Experiencing Poverty	-84	-90	-6	Level 2
Students Experiencing Poverty - Denominator	255	276		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-148	-130	18	Level 5
Students with Disabilities - Denominator	108	79		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	-25	-85	-60	Level 1
Hispanic/Latino - Denominator	44	52		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	-24	-80	-56	Level 1
Underserved Race/Ethnicity - Denominator	54	60		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	-72	-78	-6	Level 2
White - Denominator	415	470		
Multi-racial	-44	-85	-41	Level 1
Multi-racial - Denominator	63	67		

## English Language Arts Participation Details

**District:** South Umpqua SD 19

**Level:** Middle (Grades 6-8)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

### Participation Target: 94.5%

Student Group	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	89.7	94.7	97.5	94.0	Not Met
All Students - Denominator	319	321	323	963	
Students Experiencing Poverty - Percent	88.3	93.8	98.1	93.3	Not Met
Students Experiencing Poverty - Denominator	163	145	155	463	
English Learners - Percent	100.0	*	*	100.0	Not Rated
English Learners - Denominator	3	*	*	3	
Students with Disabilities - Percent	90.3	94.1	92.7	92.2	Not Met
Students with Disabilities - Denominator	62	51	41	154	
American Indian/Alaska Native - Percent	100.0	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	4	4	2	10	
Black/African American - Percent	100.0	*	100.0	100.0	Not Rated
Black/African American - Denominator	2	*	1	3	
Hispanic/Latino - Percent	77.8	96.4	100.0	91.5	Not Met
Hispanic/Latino - Denominator	27	28	27	82	
Native Hawaiian/Pacific Islander - Percent	*	*	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	1	1	
Underserved Race/Ethnicity - Percent	81.8	96.9	100.0	92.7	Not Met
Underserved Race/Ethnicity - Denominator	33	32	31	96	
Asian - Percent	100.0	*	*	100.0	Not Rated
Asian - Denominator	2	*	*	2	
White - Percent	90.4	93.7	96.9	93.7	Not Met
White - Denominator	250	254	258	762	
Multi-racial - Percent	91.2	100.0	100.0	97.1	Met
Multi-racial - Denominator	34	35	34	103	

## English Language Arts Academic Achievement Details

**District:** South Umpqua SD 19

**Level:** High (Grade 11)

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	18
Level 1	<18

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

### State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	47.9	36.4	27.7	37.5	Level 2
All Students - Adjusted Denominator	94	99	101	291	
Students Experiencing Poverty - Percent	25.0	42.1	17.8	28.0	Level 2
Students Experiencing Poverty - Adjusted Denominator	36	38	45	118	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	16.7	<5	<5	<5	Level 1
Students with Disabilities - Adjusted Denominator	12	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	41.7	45.5	18.2	36.4	Level 2
Hispanic/Latino - Adjusted Denominator	12	11	11	33	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	41.7	46.2	15.4	35.1	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	12	13	13	37	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	48.7	39.5	32.1	40.4	Level 2
White - Adjusted Denominator	76	76	78	228	
Multi-racial - Percent	*	<5	10.0	14.8	Level 1
Multi-racial - Adjusted Denominator	*	*	10	*	

## English Language Arts Participation Details

**District:** South Umpqua SD 19

**Level:** High (Grade 11)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

### Participation Target: 94.5%

Student Group	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	96.0	87.2	96.3	93.1	Not Met
All Students - Denominator	101	109	108	318	
Students Experiencing Poverty - Percent	90.0	86.0	97.9	91.6	Not Met
Students Experiencing Poverty - Denominator	40	43	48	131	
English Learners - Percent	*	0.0	*	0.0	Not Rated
English Learners - Denominator	*	1	*	1	
Students with Disabilities - Percent	83.3	94.7	94.7	92.0	Not Met
Students with Disabilities - Denominator	12	19	19	50	
American Indian/Alaska Native - Percent	*	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	*	3	2	5	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	91.7	91.7	100.0	94.3	Not Met
Hispanic/Latino - Denominator	12	12	11	35	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	91.7	93.3	100.0	95.0	Met
Underserved Race/Ethnicity - Denominator	12	15	13	40	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	96.3	88.0	95.3	93.2	Not Met
White - Denominator	82	83	85	250	
Multi-racial - Percent	100.0	72.7	100.0	89.3	Not Met
Multi-racial - Denominator	7	11	10	28	

# Mathematics Academic Achievement Details

**District:** South Umpqua SD 19

**Level:** Elementary (Grades K-5)

Mathematics Achievement Level	Cut
Level 5	80
Level 4	56
Level 3	32
Level 2	8
Level 1	<8

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

## State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	20.5	25.1	27.8	24.3	Level 2
All Students - Adjusted Denominator	347	335	313	995	
Students Experiencing Poverty - Percent	19.0	22.3	24.0	21.7	Level 2
Students Experiencing Poverty - Adjusted Denominator	184	179	167	530	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	9.3	11.6	8.1	9.8	Level 2
Students with Disabilities - Adjusted Denominator	43	43	37	123	
American Indian/Alaska Native - Percent	*	*	*	21.4	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	15.2	10.3	15.6	13.7	Level 2
Hispanic/Latino - Adjusted Denominator	46	39	32	117	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	14.5	14.9	16.3	15.2	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	55	47	43	145	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	23.0	28.0	31.0	27.3	Level 2
White - Adjusted Denominator	257	261	248	766	
Multi-racial - Percent	11.8	16.0	14.3	13.8	Level 2
Multi-racial - Adjusted Denominator	34	25	21	80	

## Mathematics Average Gap Score Change Details

**District:** South Umpqua SD 19

**Level:** Elementary (Grades K-5)

The Mathematics Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by the school years listed, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Math Average Gap Score Change	Cut
Level 5	18
Level 4	9
Level 3	0
Level 2	-17
Level 1	<-17

Student Group	Average Gap 2021-22 & 2024-25	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-75	-57	18	Level 5
All Students - Denominator	660	639		
Students Experiencing Poverty	-82	-63	19	Level 5
Students Experiencing Poverty - Denominator	350	339		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-126	-123	3	Level 3
Students with Disabilities - Denominator	92	78		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	-84	-73	11	Level 4
Hispanic/Latino - Denominator	80	69		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	-89	-72	17	Level 4
Underserved Race/Ethnicity - Denominator	93	88		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	-72	-53	19	Level 5
White - Denominator	500	502		
Multi-racial	-85	-70	15	Level 4
Multi-racial - Denominator	67	46		

## Mathematics Participation Details

**District:** South Umpqua SD 19

**Level:** Elementary (Grades K-5)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

### Participation Target: 94.5%

Student Group	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	98.4	98.0	99.1	98.5	Met
All Students - Denominator	367	353	325	1045	
Students Experiencing Poverty - Percent	98.0	97.4	99.4	98.2	Met
Students Experiencing Poverty - Denominator	198	192	176	566	
English Learners - Percent	75.0	100.0	100.0	90.9	Not Rated
English Learners - Denominator	4	4	3	11	
Students with Disabilities - Percent	93.8	100.0	100.0	97.7	Met
Students with Disabilities - Denominator	48	44	38	130	
American Indian/Alaska Native - Percent	100.0	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	6	6	6	18	
Black/African American - Percent	100.0	100.0	100.0	100.0	Not Rated
Black/African American - Denominator	1	3	4	8	
Hispanic/Latino - Percent	97.9	100.0	97.1	98.4	Met
Hispanic/Latino - Denominator	48	40	34	122	
Native Hawaiian/Pacific Islander - Percent	100.0	66.7	100.0	85.7	Not Rated
Native Hawaiian/Pacific Islander - Denominator	3	3	1	7	
Underserved Race/Ethnicity - Percent	98.3	98.1	97.8	98.1	Met
Underserved Race/Ethnicity - Denominator	58	52	45	155	
Asian - Percent	100.0	66.7	100.0	80.0	Not Rated
Asian - Denominator	1	3	1	5	
White - Percent	98.5	98.2	99.2	98.6	Met
White - Denominator	273	273	257	803	
Multi-racial - Percent	97.1	100.0	100.0	98.8	Met
Multi-racial - Denominator	35	25	22	82	

# Mathematics Academic Achievement Details

**District:** South Umpqua SD 19

**Level:** Middle (Grades 6-8)

Mathematics Achievement Level	Cut
Level 5	80
Level 4	56
Level 3	32
Level 2	8
Level 1	<8

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

**State Long Term Goal: 80%**

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	6.9	8.7	10.2	8.7	Level 2
All Students - Adjusted Denominator	291	298	305	888	
Students Experiencing Poverty - Percent	<5	8.1	8.3	6.4	Level 1
Students Experiencing Poverty - Adjusted Denominator	*	136	145	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	<5	<5	<5	<5	Level 1
Students with Disabilities - Adjusted Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	10.0	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	<5	<5	<5	<5	Level 1
Hispanic/Latino - Adjusted Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	<5	<5	6.5	<5	Level 1
Underserved Race/Ethnicity - Adjusted Denominator	*	*	31	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	6.6	9.7	11.2	9.2	Level 2
White - Adjusted Denominator	229	238	241	705	
Multi-racial - Percent	12.9	6.1	6.1	8.3	Level 2
Multi-racial - Adjusted Denominator	31	33	33	96	

## Mathematics Average Gap Score Change Details

**District:** South Umpqua SD 19

**Level:** Middle (Grades 6-8)

The Mathematics Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by the school years listed, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Math Average Gap Score Change	Cut
Level 5	18
Level 4	9
Level 3	0
Level 2	-17
Level 1	<-17

Student Group	Average Gap 2021-22 & 2024-25	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-114	-122	-8	Level 2
All Students - Denominator	541	588		
Students Experiencing Poverty	-130	-135	-5	Level 2
Students Experiencing Poverty - Denominator	253	271		
English Learners	*	*	*	Not Rated
English Learners - Denominator	*	*		
Students with Disabilities	-198	-175	23	Level 5
Students with Disabilities - Denominator	109	78		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	-102	-152	-50	Level 1
Hispanic/Latino - Denominator	45	52		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	-97	-142	-45	Level 1
Underserved Race/Ethnicity - Denominator	55	60		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	-118	-119	-1	Level 2
White - Denominator	419	462		
Multi-racial	-106	-129	-23	Level 1
Multi-racial - Denominator	62	66		

## Mathematics Participation Details

**District:** South Umpqua SD 19

**Level:** Middle (Grades 6-8)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

### Participation Target: 94.5%

Student Group	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	84.9	92.2	96.3	91.2	Not Met
All Students - Denominator	318	321	323	962	
Students Experiencing Poverty - Percent	82.7	91.7	96.1	90.0	Not Met
Students Experiencing Poverty - Denominator	162	145	155	462	
English Learners - Percent	100.0	*	*	100.0	Not Rated
English Learners - Denominator	3	*	*	3	
Students with Disabilities - Percent	88.7	88.2	90.2	89.0	Not Met
Students with Disabilities - Denominator	62	51	41	154	
American Indian/Alaska Native - Percent	100.0	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	4	4	2	10	
Black/African American - Percent	100.0	*	100.0	100.0	Not Rated
Black/African American - Denominator	2	*	1	3	
Hispanic/Latino - Percent	69.2	92.9	100.0	87.7	Not Met
Hispanic/Latino - Denominator	26	28	27	81	
Native Hawaiian/Pacific Islander - Percent	*	*	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	1	1	
Underserved Race/Ethnicity - Percent	75.0	93.8	100.0	89.5	Not Met
Underserved Race/Ethnicity - Denominator	32	32	31	95	
Asian - Percent	100.0	*	*	100.0	Not Rated
Asian - Denominator	2	*	*	2	
White - Percent	85.2	91.3	95.7	90.8	Not Met
White - Denominator	250	254	258	762	
Multi-racial - Percent	91.2	97.1	97.1	95.1	Met
Multi-racial - Denominator	34	35	34	103	

# Mathematics Academic Achievement Details

**District:** South Umpqua SD 19

**Level:** High (Grade 11)

Mathematics Achievement Level	Cut
Level 5	80
Level 4	56
Level 3	32
Level 2	8
Level 1	<8

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

## State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	18.1	7.1	<5	9.7	Level 2
All Students - Adjusted Denominator	94	98	*	*	
Students Experiencing Poverty - Percent	<5	5.4	<5	<5	Level 1
Students Experiencing Poverty - Adjusted Denominator	*	37	*	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Adjusted Denominator	*	*	*	*	
Students with Disabilities - Percent	<5	<5	<5	<5	Level 1
Students with Disabilities - Adjusted Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	18.2	9.1	<5	9.4	Level 2
Hispanic/Latino - Adjusted Denominator	11	11	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	18.2	7.7	<5	8.6	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	11	13	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	18.2	8.0	5.1	10.6	Level 2
White - Adjusted Denominator	77	75	78	227	
Multi-racial - Percent	*	<5	<5	<5	Level 1
Multi-racial - Adjusted Denominator	*	*	*	*	

## Mathematics Participation Details

**District:** South Umpqua SD 19

**Level:** High (Grade 11)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

### Participation Target: 94.5%

Student Group	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	96.0	84.3	96.3	92.1	Not Met
All Students - Denominator	100	108	108	316	
Students Experiencing Poverty - Percent	89.7	83.3	97.9	90.7	Not Met
Students Experiencing Poverty - Denominator	39	42	48	129	
English Learners - Percent	*	100.0	*	100.0	Not Rated
English Learners - Denominator	*	1	*	1	
Students with Disabilities - Percent	81.8	89.5	94.7	89.8	Not Met
Students with Disabilities - Denominator	11	19	19	49	
American Indian/Alaska Native - Percent	*	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	*	3	2	5	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	90.9	91.7	100.0	94.1	Not Met
Hispanic/Latino - Denominator	11	12	11	34	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	90.9	93.3	100.0	94.9	Met
Underserved Race/Ethnicity - Denominator	11	15	13	39	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	96.3	85.4	95.3	92.4	Not Met
White - Denominator	82	82	85	249	
Multi-racial - Percent	100.0	63.6	100.0	85.7	Not Met
Multi-racial - Denominator	7	11	10	28	

## Regular Attenders Details

**District:** South Umpqua SD 19

**Level:** Elementary (Grades K-5)

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Regular Attenders Level	Cut
Level 5	93
Level 4	82
Level 3	71
Level 2	57
Level 1	<57

### State Long Term Goal: 93%

Student Group	Grade Range	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	K-5	58.9	64.9	70.0	64.5	Level 2
All Students - Denominator		655	624	609	1888	
Students Experiencing Poverty - Percent	K-5	54.1	58.7	67.2	59.8	Level 2
Students Experiencing Poverty - Denominator		375	361	344	1080	
English Learners - Percent	K-5	*	*	*	*	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	K-5	63.4	63.7	60.2	62.5	Level 2
Students with Disabilities - Denominator		101	91	93	285	
American Indian/Alaska Native - Percent	K-5	46.2	*	62.5	60.5	Level 2
American Indian/Alaska Native - Denominator		13	*	16	*	
Black/African American - Percent	K-5	*	*	*	76.2	Level 3
Black/African American - Denominator		*	*	*	*	
Hispanic/Latino - Percent	K-5	52.1	72.1	67.6	63.7	Level 2
Hispanic/Latino - Denominator		73	68	71	212	
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	K-5	52.6	71.6	69.1	64.3	Level 2
Underserved Race/Ethnicity - Denominator		95	88	97	280	
Asian - Percent	K-5	*	*	*	50.0	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	K-5	59.8	64.1	70.4	64.7	Level 2
White - Denominator		503	490	473	1466	
Multi-racial - Percent	K-5	64.2	62.5	65.7	64.1	Level 2
Multi-racial - Denominator		53	40	35	128	

## Regular Attenders Details

**District:** South Umpqua SD 19

**Level:** Middle (Grades 6-8)

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Regular Attenders Level	Cut
Level 5	93
Level 4	80
Level 3	67
Level 2	55
Level 1	<55

### State Long Term Goal: 93%

Student Group	Grade Range	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	6-8	60.5	57.5	60.6	59.5	Level 2
All Students - Denominator		309	313	317	939	
Students Experiencing Poverty - Percent	6-8	48.7	47.5	50.3	48.9	Level 1
Students Experiencing Poverty - Denominator		152	141	151	444	
English Learners - Percent	6-8	*	*	*	*	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	6-8	42.6	59.2	71.8	55.7	Level 2
Students with Disabilities - Denominator		61	49	39	149	
American Indian/Alaska Native - Percent	6-8	*	*	*	90.0	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*	
Black/African American - Percent	6-8	*	*	*	*	Not Rated
Black/African American - Denominator		*	*	*	*	
Hispanic/Latino - Percent	6-8	85.2	61.5	74.1	73.8	Level 3
Hispanic/Latino - Denominator		27	26	27	80	
Native Hawaiian/Pacific Islander - Percent	6-8	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	6-8	81.3	66.7	77.4	75.3	Level 3
Underserved Race/Ethnicity - Denominator		32	30	31	93	
Asian - Percent	6-8	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	6-8	57.6	55.8	57.5	57.0	Level 2
White - Denominator		243	249	252	744	
Multi-racial - Percent	6-8	62.5	61.8	67.6	64.0	Level 2
Multi-racial - Denominator		32	34	34	100	

## Regular Attenders Details

**District:** South Umpqua SD 19

**Level:** High (Grade 9-12)

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Regular Attenders Level	Cut
Level 5	93
Level 4	78
Level 3	62
Level 2	35
Level 1	<35

### State Long Term Goal: 93%

Student Group	Grade Range	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	9-10	59.8	54.8	48.3	54.3	Level 2
All Students - Denominator		214	219	211	644	
Students Experiencing Poverty - Percent	9-10	49.5	49.5	35.6	45.3	Level 2
Students Experiencing Poverty - Denominator		107	103	90	300	
English Learners - Percent	9-10	*	*	*	*	Not Rated
English Learners - Denominator		*	*	*	*	
Students with Disabilities - Percent	9-10	52.5	51.4	41.4	49.0	Level 2
Students with Disabilities - Denominator		40	35	29	104	
American Indian/Alaska Native - Percent	9-10	*	*	*	>95	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*	
Black/African American - Percent	9-10	*	*	*	*	Not Rated
Black/African American - Denominator		*	*	*	*	
Hispanic/Latino - Percent	9-10	44.4	51.9	50.0	49.2	Level 2
Hispanic/Latino - Denominator		18	27	16	61	
Native Hawaiian/Pacific Islander - Percent	9-10	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	9-10	52.4	55.2	61.9	56.3	Level 2
Underserved Race/Ethnicity - Denominator		21	29	21	71	
Asian - Percent	9-10	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	9-10	61.4	53.8	45.9	53.5	Level 2
White - Denominator		158	169	172	499	
Multi-racial - Percent	9-10	57.6	63.2	52.9	58.0	Level 2
Multi-racial - Denominator		33	19	17	69	

## On Track to English Language Proficiency (ELP) Details

**District:** South Umpqua SD 19

**Level:** Elementary (Grades K-5)

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

### State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
Current English Learners - Percent	*	*	*	*	Not Rated
Current English Learners - Denominator	*	*	*	*	

## On Track to English Language Proficiency (ELP) Details

**District:** South Umpqua SD 19

**Level:** Middle (Grades 6-8)

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

### State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
Current English Learners - Percent	*	*	*	*	Not Rated
Current English Learners - Denominator	*	*	*	*	

## On Track to English Language Proficiency (ELP) Details

**District:** South Umpqua SD 19

**Level:** High (Grade 9-12)

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

### State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
Current English Learners - Percent	*	*	*	*	Not Rated
Current English Learners - Denominator	*	*	*	*	

## 9th Grade On-Track Details

**District:** South Umpqua SD 19

The 9th Grade On-Track indicator displays the percentage of students on track to graduate, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '\*' means data was hidden to protect student

confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

9th Grade On-Track Level	Cut
Level 5	95
Level 4	90
Level 3	85
Level 2	60
Level 1	<60

### State Long Term Goal: 95%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	94.9	94.3	94.2	94.5	Level 4
All Students - Denominator	117	106	104	327	
Students Experiencing Poverty - Percent	*	91.5	88.1	89.9	Level 3
Students Experiencing Poverty - Denominator	*	47	42	*	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	88.0	93.3	92.3	90.6	Level 4
Students with Disabilities - Denominator	25	15	13	53	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	90.9	92.3	*	89.3	Level 3
Hispanic/Latino - Denominator	11	13	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	91.7	92.9	*	91.2	Level 4
Underserved Race/Ethnicity - Denominator	12	14	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	>95	94.0	>95	94.9	Level 4
White - Denominator	*	83	*	*	
Multi-racial - Percent	94.7	*	*	94.4	Level 4
Multi-racial - Denominator	19	*	*	*	

## Four-Year Cohort Graduation Details

**District:** South Umpqua SD 19

The Four-Year Cohort Graduation on indicator displays the percentage of students who earn a regular or modified diploma within four years of entering high school, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average Student groups are assigned a rating based on the three-year average. The years in the table header represent the cohort year. Cohort year is the school year in which the students enrolled in high school for the first time. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged.

Four-Year Cohort Graduation Level	Cut
Level 5	90
Level 4	86
Level 3	81
Level 2	67
Level 1	<67

**State Long Term Goal: 90%**

Student Group	2018-19	2019-20	2020-21	3-year Average	Level
All Students - Percent	74.1	80.4	83.3	79.3	Level 2
All Students - Denominator	112	112	114	338	
Students Experiencing Poverty - Percent	57.1	66.7	75.8	67.5	Level 2
Students Experiencing Poverty - Denominator	49	51	66	166	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	45.0	78.6	69.6	66.2	Level 1
Students with Disabilities - Denominator	20	28	23	71	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	93.3	86.7	86.8	Level 4
Hispanic/Latino - Denominator	*	15	15	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	80.0	85.0	86.7	84.4	Level 3
Underserved Race/Ethnicity - Denominator	10	20	15	45	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	74.2	76.9	81.1	77.4	Level 2
White - Denominator	89	78	90	257	
Multi-racial - Percent	66.7	91.7	*	84.8	Level 3
Multi-racial - Denominator	12	12	*	*	

## Five-Year Completers Details

**District:** South Umpqua SD 19

The Five-Year Completers indicator displays the percentage of students who earn a diploma or a GED within five years of entering high school, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year

average. The years in the table header represent the cohort year. Cohort year is the school year in which the students enrolled in high school for the first time. '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged.

Five-Year Completers Level	Cut
Level 5	97
Level 4	92
Level 3	87
Level 2	70
Level 1	<70

**State Long Term Goal: 97%**

Student Group	2017-18	2018-19	2019-20	3-year Average	Level
All Students - Percent	78.4	80.9	81.6	80.4	Level 2
All Students - Denominator	88	110	114	312	
Students Experiencing Poverty - Percent	60.0	68.5	72.4	67.8	Level 1
Students Experiencing Poverty - Denominator	40	54	58	152	
English Learners - Percent	*	*	*	*	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	71.4	60.0	80.0	71.9	Level 2
Students with Disabilities - Denominator	14	20	30	64	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	*	*	>95	90.3	Level 3
Hispanic/Latino - Denominator	*	*	15	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	*	90.0	95.0	87.2	Level 3
Underserved Race/Ethnicity - Denominator	*	10	20	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	77.5	81.6	77.2	78.9	Level 2
White - Denominator	71	87	79	237	
Multi-racial - Percent	*	66.7	84.6	81.3	Level 2
Multi-racial - Denominator	*	12	13	*	



# OREGON AT-A-GLANCE DISTRICT PROFILE

## South Umpqua SD 19

SUPERINTENDENT: Erika Bare | 558 SW Chadwick Ln, Myrtle Creek 97457 | 541-863-3115

### Students We Serve

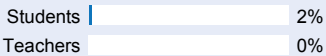


# 1,361

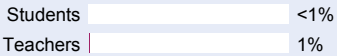
Student Enrollment

### DEMOGRAPHICS

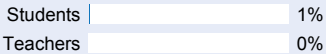
#### American Indian/Alaska Native



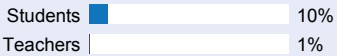
#### Asian



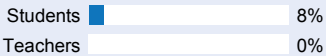
#### Black/African American



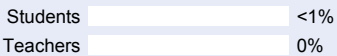
#### Hispanic/Latino



#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White



<5%

Ever English Learners



2

Languages Spoken

14%

Students with Disabilities

18%

Mobile Students

51%

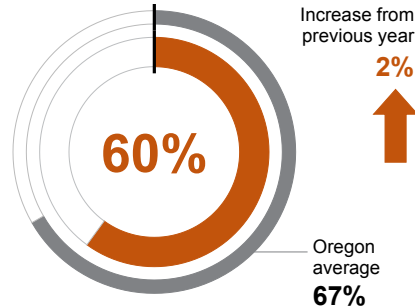
Students Experiencing Poverty

\*<10 students or data unavailable

### District Environment

#### REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

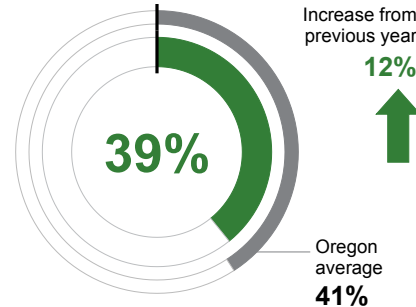


### Academic Success

#### Grade 3

#### ENGLISH LANGUAGE ARTS

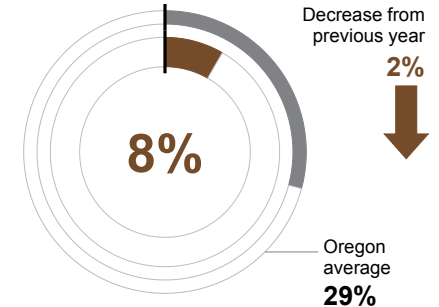
Students meeting state grade-level expectations.



#### Grade 8

#### MATHEMATICS

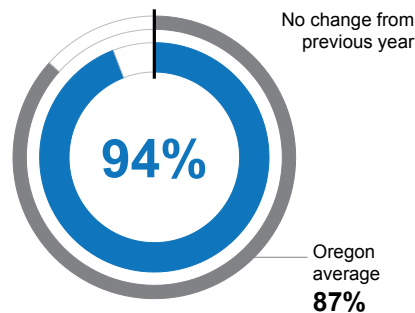
Students meeting state grade-level expectations.



### High School Success

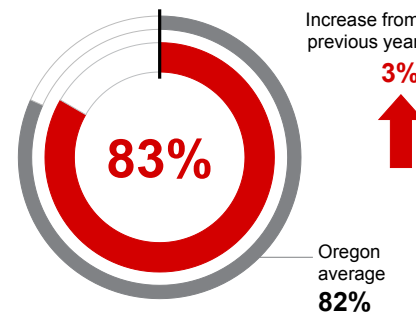
#### ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



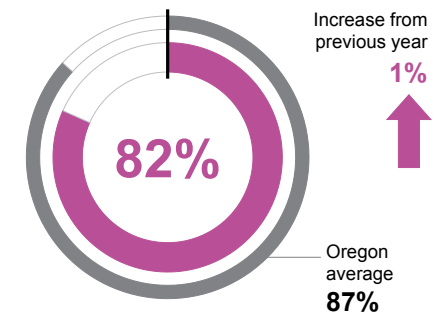
#### ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24.



#### FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24.



### District Goals

The district's mission is to unlock the unlimited potential in every student. The district's priorities are Academic Achievement, Empowered and Valued Staff, Strong Family and Community Partnerships, Modern and Safe Facilities, and Fiscal Responsibility. We value the tremendous support of our community. We offer multiple pathways for student success and are proud of the wide variety of opportunities available to engage all learners, including numerous CTE programs, extracurricular activities, and a broad range of course offerings.

### State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.



# OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

## South Umpqua SD 19

2024-25

### Outcomes

#### Our Staff (rounded FTE)



**9**

Administrators



**87**

Teachers



**49**

Educational assistants



**2**

Counselors



**0**

Social Workers



**0**

Licensed Librarians



**2**

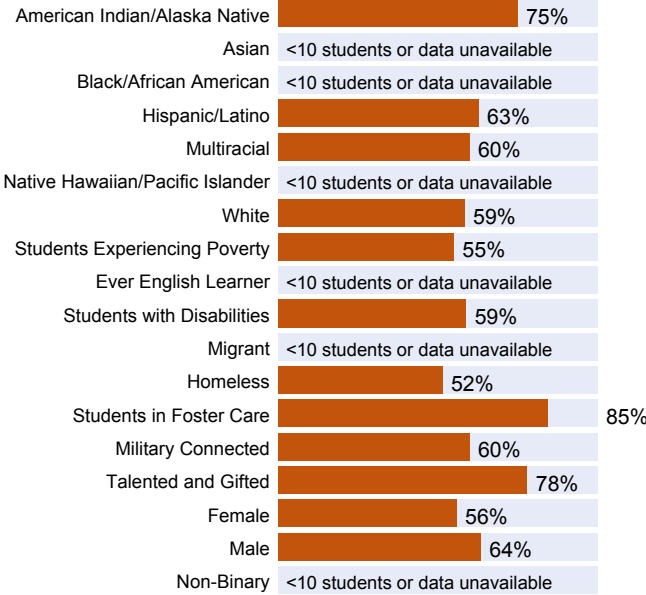
Psychologists



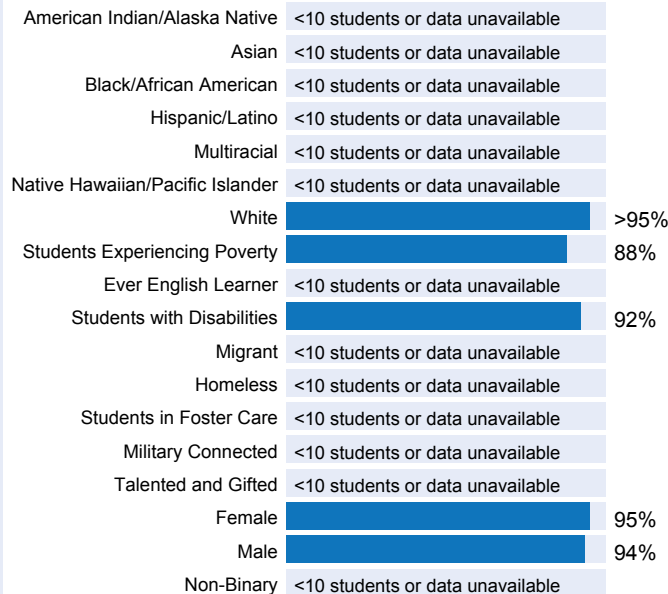
**54%**

% of licensed teachers with more than 3 years of experience

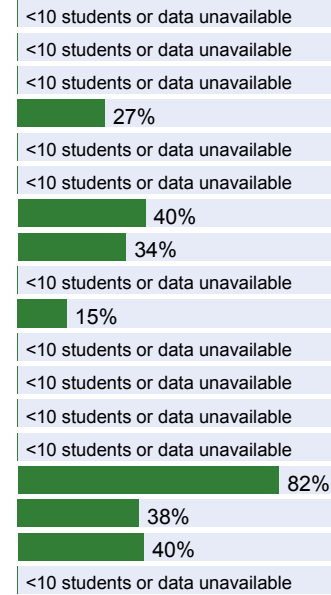
#### REGULAR ATTENDERS



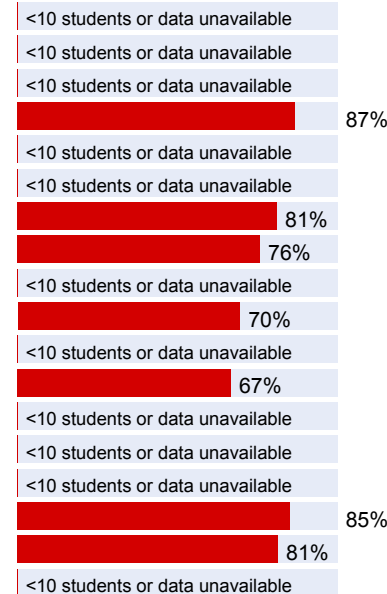
#### ON-TRACK TO GRADUATE



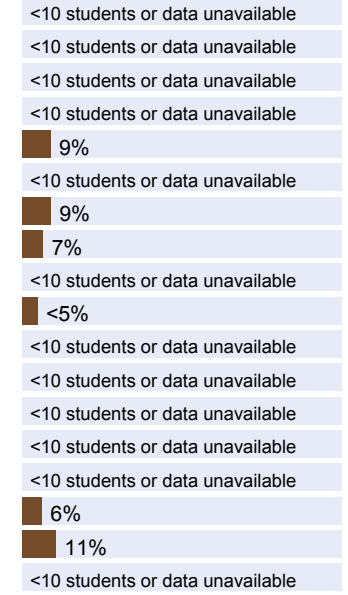
#### Grade 3 ENGLISH LANGUAGE ARTS



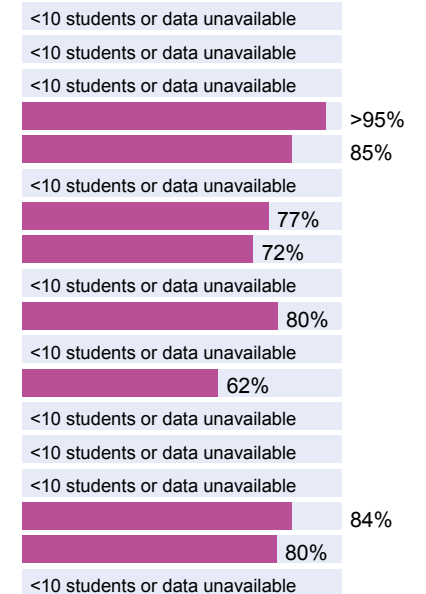
#### ON-TIME GRADUATION



#### Grade 8 MATHEMATICS



#### FIVE-YEAR COMPLETION



## SUSD Enrollment Report

<b>21-22</b>	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry (309)	282	281	282	282	282	288	285	289	281	277
Cville (172)	155	159	159	160	164	162	164	166	164	164
HS (398)	420	404	406	407	402	408	405	399	399	396
MCE (264)	303	292	291	286	291	285	283	295	294	293
TCE (282)	260	265	267	264	264	264	261	263	268	267
SU OLA	58	56	45	42	36	35	32	30	30	30
<b>Total (1425)</b>	<b>1478</b>	<b>1457</b>	<b>1450</b>	<b>1441</b>	<b>1439</b>	<b>1442</b>	<b>1430</b>	<b>1442</b>	<b>1436</b>	<b>1427</b>

<b>22-23</b>	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry (301)	286	288	286	284	286	281	277	272	264	265
Cville (164)	172	170	173	174	179	175	170	169	166	166
HS (398)	449	442	444	442	434	426	428	415	414	414
MCE (286)	274	279	284	285	283	287	285	287	290	290
TCE (268)	293	286	285	286	286	283	282	283	282	281
SU OLA (25)	12	13	13	13	13	13	13	12	12	12
<b>Total (1442)</b>	<b>1486</b>	<b>1478</b>	<b>1485</b>	<b>1484</b>	<b>1481</b>	<b>1465</b>	<b>1455</b>	<b>1438</b>	<b>1428</b>	<b>1428</b>

<b>23-24</b>	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry	288	283	282	284	285	278	273	268	263	260
Cville	165	165	166	169	170	166	168	168	168	168
HS	453	444	438	438	433	427	425	415	409	405
MCE	273	272	270	270	280	280	277	270	267	261
TCE	273	275	272	271	269	271	268	270	269	269
SU OLA	11	11	11	11	9	14	12	12	12	12
<b>Total (1465)</b>	<b>1463</b>	<b>1450</b>	<b>1439</b>	<b>1443</b>	<b>1446</b>	<b>1436</b>	<b>1423</b>	<b>1403</b>	<b>1388</b>	<b>1375</b>

<b>24-25</b>	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry	270	273	275	273	274	269	263	262	264	264
Cville	186	184	180	188	187	190	190	189	187	190
HS	444	447	447	441	439	427	414	407	399	400
MCE	268	259	256	258	257	258	253	255	261	256
TCE	250	251	252	256	255	257	251	250	249	249
SU OLA	0	0	0	0	0	0	0	0	0	0
<b>Total (1431)</b>	<b>1418</b>	<b>1414</b>	<b>1410</b>	<b>1416</b>	<b>1412</b>	<b>1401</b>	<b>1371</b>	<b>1363</b>	<b>1360</b>	<b>1359</b>

<b>25-26</b>	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry	273	270	266							
Cville	203	205	207							
HS	437	427	413							
MCE	256	248	248							
TCE	243	241	241							
<b>Total</b>	<b>1412</b>	<b>1391</b>	<b>1375</b>							



# SOUTH UMPQUA SCHOOL DISTRICT

Unlocking Unlimited Potential in Every Student

## Board Reports

December 3, 2025

To: Board of Directors

From: Superintendent, Erika Bare  
Director of Fiscal Services, Shy Chapman

Subject: Superintendent Reports – Fiscal Responsibility (Board Goal)

Date: November 20, 2025

---

### Summary:

Superintendent Erika Bare and Director of Fiscal Services Shy Chapman will provide announcements/reports to the Board on Fiscal Responsibility.

*Financial Report:* Attached is the District's Revenue and Expenditure Report, reflecting financial activity through November 20<sup>th</sup>, 2025. The projected ending fund balance for the fiscal year ending June 30, 2026, is currently \$3,954,977.

*Updated FY25-26 SSF Estimate:* ODE has released the latest 2025–26 State School Fund (SSF) estimate, reflecting districts updates through November 14. The largest factor affecting our district's funding was a decrease in student membership—from 1,425 to 1,391 students. Because enrollment is the primary driver of the SSF formula, this decline significantly reduced our projected revenue.

Our new SSF estimate is \$484,285 less than the estimate issued in September. When compared to the amount originally adopted in our budget, the total difference across all SSF updates to date is now \$507,395 less than budgeted.

It's also important to note that SSF allocations are influenced not only by our district's data but by changes made by districts across the state. As other districts update their enrollment, special education counts, transportation costs, or local revenues, the statewide formula shifts—and those statewide adjustments impact our funding as well. These combined factors result in a lower projected ending fund balance for 2025–26.

**South Umpqua School District #19**  
**Estimated 2025-2026 Revenues and Expenditures**  
**As of November 20, 2025**

**2025-2026 Fiscal Year**

	<i>Prior Year Actual Unaudited</i>	<b>2025-26 Budget</b>	<b>Actual YTD 11/20/25</b>	<b>Total Projected for the Year</b>	<b>Net Difference</b>
<b>REVENUE</b>					
Taxes, Current & Prior	4,144,777	4,273,234	106,708	4,273,234	-
Interest on Investments	705	700		700	-
Student Activities	56,960	55,000	7,807	55,000	-
Miscellaneous Local Sources	170,229	147,150	30,261	147,150	-
County School Fund	20,314	20,000		20,000	-
Other Intermediate Sources	3,638	4,555	987	4,555	-
ESD Flow Through	123,720	124,521		124,521	-
State School Support Fund	14,003,142	15,203,421	7,800,157	14,696,026	(507,395)
Common School Fund	195,515	195,520		195,520	-
Other State Grants In Aid	9,795	1,100		1,100	-
Prior YR Forster Child Transportation Reimb	4,557	-	601	-	-
Federal Forest Fees	22,027	25,000		25,000	-
<b>TOTAL REVENUE</b>	<b>18,755,379</b>	<b>20,050,201</b>	<b>7,946,521</b>	<b>19,542,806</b>	<b>(507,395)</b>
<b>ESTIMATED BEGINNING FUND BALANCE</b>	<b>5,076,392</b>	<b>3,503,807</b>	<b>4,540,219</b>	<b>4,540,219</b>	<b>1,036,412</b>
<b>TOTAL REVENUE &amp; BEG. FUND BALANCE</b>	<b>23,831,771</b>	<b>23,554,008</b>	<b>12,486,740</b>	<b>24,083,025</b>	<b>529,017</b>
<b>EXPENDITURES</b>					
Instruction					
Salaries	5,295,429	5,619,953	1,228,348	5,429,033	190,920
Associated Payroll Costs	2,975,879	3,880,475	694,820	2,975,997	904,478
Purchased Services	508,683	488,924	148,239	488,924	-
Supplies & Materials	399,452	202,859	63,997	202,859	-
Capital Outlay				-	-
Other Objects	27,420	17,850	7,272	17,850	-
Total Instruction	9,206,863	10,210,061	2,142,676	9,114,663	1,095,398
Support Services					
Salaries	3,319,620	3,594,336	1,133,490	3,559,059	35,277
Associated Payroll Costs	1,740,030	2,560,202	663,756	2,001,613	558,589
Purchased Services	2,449,888	3,146,793	567,483	3,146,793	-
Supplies & Materials	755,640	971,711	427,665	971,711	-
Capital Outlay	72,044	113,717	29,735	113,717	-
Other Objects	292,362	396,206	367,794	396,206	-
Total Support Services	8,629,583	10,782,965	3,189,923	10,189,099	593,866
Community and Enterprise Services					
Associated Payroll Costs	5,210	14,286	7,730	14,286	-
Transfers to Other Funds	1,424,147	810,000	804,671	810,000	-
				-	
<b>TOTAL EXPENDITURES</b>	<b>19,265,803</b>	<b>21,817,312</b>	<b>6,144,999</b>	<b>20,128,048</b>	<b>1,689,264</b>
<b>ESTIMATED ENDING FUND BALANCE</b>	<b>4,565,968</b>	<b>1,736,696</b>	<b>6,341,741</b>	<b>3,954,977</b>	<b>2,218,281</b>



Unlocking the Potential in Every Student

FEI: 93-6000421

558 SW Chadwick Lane ♦ Myrtle Creek, OR 97457

## DONATION FORM

### DONATION FROM

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone # (optional): \_\_\_\_\_

### DONATION

Item(s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(attach separate sheet of paper if additional room is needed)

Estimated value of item (s) \_\_\_\_\_

For a cash donation, please indicate amount \$ \_\_\_\_\_

### DONATION FOR

School: \_\_\_\_\_

Program/Club: \_\_\_\_\_

### ADDITIONAL COMMENTS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Thank you for your generous donation!*

#### OFFICE USE ONLY

Please attach a copy of the check and/or receipt and remit to the district office for board approval.



# **SOUTH UMPQUA SCHOOL DISTRICT**

Unlocking Unlimited Potential in Every Student

## **Superintendent's Reports**

December 03,2025

To: Board of Directors

From: Superintendent, Erika Bare

Subject: **Second reading and approval of Board Policy-BCF, DBEA, IKF , JHCA, JOA, LBEA and GBNAA/JHFF**

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### **Summary:**

Superintendent Erika Bare will provide policy updates for review.

#### **BCF – Advisory Committees to the Board and DBEA – Budget Committee**

**Summary of Changes:** In 2021, the Oregon Legislature passed SB 731, requiring school districts to create educational equity advisory committees (EEAC). This requirement went into effect in 2021 for districts with more than 10,000 students and was delayed until September 15, 2025, for districts with fewer than 10,000 students. Additionally, one member of the EEAC will serve on the district's budget committee. This does not create a new position on the budget committee, rather, a member of the EEAC will fill a vacancy on the budget committee when it becomes available.

#### **IKF - Graduation Requirements**

**Summary of Changes:** Adds extended diploma information back to the notification requirements.

#### **JHCA – Immunization, School Sports Participation, Concussions and Other Brain Injuries**

**Summary of Changes:** The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes. OSBA will be doing a more comprehensive review of policies related to student records and releasing additional updates in the future.

## **JOA – Directory Information**

**Summary of Changes:** The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes. OSBA will be doing a more comprehensive review of policies related to student records and releasing additional updates in the future.

## **LBEA – Denial for Virtual Public Charter School Student Enrollment**

**Summary of Changes:** The State Board of Education adopted changes to OAR 581-026-0305 and -0310 on the process for parents to provide notice about enrolling their student in a virtual public charter school and a district’s response. The changes are reflected in policy LBEA – Denial for Virtual Public Charter School Student Enrollment.

## **GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements**

**Summary of Changes:** House Bill 4160 (2024) changed the definition of student; changing a student who left school or graduated from high school “within 90 days” to “within one calendar year”

# South Umpqua School District 19

Code: BCF  
Adopted: 11/16/09  
Revised/Readopted: 6/07/17,  
12/03/25

## Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for citizen involvement, the Board may appoint advisory committees which include community members to consider matters of district wide importance. ~~The Board shall have no permanent or standing advisory committees other than those required by statute.~~

~~Members of advisory committees will be recruited by means of mass and interpersonal communication methods, will be broadly representative when appropriate, and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. Appointment of staff members to such committees will be made by the Board upon recommendation of the superintendent.~~

All meetings of advisory committees shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board may be represented on committees that serve the Board in an advisory capacity, with specific Board members appointed by the Board members but normally such Board members will function as ex-officio members of the committees.

~~The function of special committees will be fact finding, deliberative and advisory rather than legislative or administrative. All matters referred to a committee will be thoroughly investigated. A committee will not have the power to act for the Board except as the Board has specifically authorized, but will make recommendations to the Board.~~

Committee recommendations and reports (including minority reports, if submitted) will become an official part of Board minutes. ~~Either an advisory member or an ex-officio member may present a written minority report to the Board on behalf of the minority of the advisory committee. The Board will only accept one set of recommendations as well as one minority report, if submitted.~~

~~Board advisory committees shall follow all applicable statutes including, but not limited to, the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the advisory committee chair. Advisory committee meetings may be called by the Board chair and/or the advisory committee chair.~~

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive committee report(s) including progress reports as requested.

Except as specifically provided by the Board, advisory committees will cease to function when their final reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.

~~The Board's responsibility cannot be delegated or surrendered to others. Therefore, all recommendations (including minority reports, if submitted) of an advisory committee must be submitted to the Board for action and must be recognized as advisory in nature.~~

~~The Board may dissolve any advisory committee at any time.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 192.610](#) [ORS 192.630](#) [ORS 294.414](#) [ORS 329.704](#) [ORS 332.107](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.



**Budget Committee**  
(Version 2)

**Organization, Membership and Terms of Office**

The district budget committee will consist of the seven members of the Board and seven] electors appointed by the Board as required by law. The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. At least one member of the budget committee must be a member of the district’s educational equity advisory committee.<sup>{1}</sup> The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8members are present, a unanimous vote is needed for passing an action item.

**Presiding Officer and Orientation of Budget Committee**

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board’s educational plan, and other pertinent material bearing on the preparation of the district budget.

**Meetings of the Budget Committee**

The district’s budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

**Function of the Budget Committee**

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not

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<sup>1</sup> {Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.}

previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

**Final Action**

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.130](#)

[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)

[ORS 328.542](#)

[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

[OAR 581-022-2307](#)

## **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 care<sup>1</sup>;
2. Experiencing houselessness<sup>2</sup>;
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. <sup>3</sup>Enrolled 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 program<sup>4</sup> 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.

### **Diploma**

<sup>1</sup> “Foster child” is defined in ORS 30.297.

<sup>2</sup> {ORS 329.451(2) and OAR 581-022-use the term “homeless.”} See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

<sup>4</sup> “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.

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of <sup>5</sup>24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts<sup>6</sup> (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (~~including history, civics, geography and economics (including personal finance~~ shall include 0.5 unit of US civics<sup>7</sup> 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 <sup>8</sup>financial literacy);
5. <sup>9</sup>One-half credit of higher education and career path skills;
6. <sup>10</sup>One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages<sup>11</sup> (units shall be earned in any one or a combination).

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

~~<sup>12</sup>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~~

<sup>5</sup> {If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list.}

<sup>6</sup> "Language arts" includes reading, writing and other communications in any language, including English.

<sup>7</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>8</sup> 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.

<sup>9</sup> 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).

<sup>10</sup> 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).

<sup>11</sup> "World languages" includes sign language, heritage languages and languages other than a student's primary language.

<sup>12</sup> {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.}

~~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.]~~

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. <sup>13</sup>Demonstrate 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):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. <sup>14</sup>One-half credit in personal financial education;

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

<sup>14</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

6. <sup>15</sup>One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

1. <sup>16</sup>Demonstrate 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
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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

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

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<sup>15</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>16</sup> 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.

### <sup>{17}</sup> Essential Skills

The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

### Essential Skills Appeal

The district will [establish an appeal process] [~~follow Board policy KL—Public Complaints~~] in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.]

### 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;

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<sup>17</sup> {[OAR 581-022-2120(2) requires districts to have "policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students' language of origin." OAR 581-022-2120(4) waives this requirement through the 2027-28 school year.] Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote.}

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

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

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

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

A {<sup>18</sup>}certificate of attendance<sup>19</sup> will be awarded to students who:

- 1. [Have maintained regular full-time attendance<sup>20</sup> for at least four years beginning in grade nine;

<sup>18</sup> {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992.](#)}

<sup>19</sup> 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.

<sup>20</sup> {There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.}

[“Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences [are considered absences for this purpose] [will not be counted against a student.]]

2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history<sup>21</sup>.]

For students with a documented history<sup>22</sup>, 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
2. 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.

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

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[“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.]

<sup>21</sup> “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.

<sup>22</sup> “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.

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 Form<sup>23</sup> 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.

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<sup>23</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

## END OF POLICY

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### Legal Reference(s):

[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.

**Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries\*\***

**Immunization**

Proof of immunization must be presented at the time of initial enrollment<sup>1</sup> in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.<sup>2</sup>

**School Sports Participation**

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination<sup>3</sup> prior to their initial participation in a related district program. The form<sup>4</sup> is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law<sup>5</sup> who has examined and evaluated the student. The completed form(s) must be returned as directed. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

**Concussions and Other Brain Injuries**

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

<sup>1</sup> The district shall immediately enroll a student experiencing homelessness in the school selected even if the student is unable to produce records normally required for enrollment.

<sup>2</sup> Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>3</sup> The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

<sup>4</sup> The form may be used in either a hard copy or electronic format.

<sup>5</sup> This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.<sup>6</sup> Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional<sup>7</sup>.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification<sup>8</sup> from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.<sup>9</sup> Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.<sup>10</sup>

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

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<sup>6</sup> For more information regarding medical releases for students in grades 9-12, see OSAA rules.

<sup>7</sup> "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

<sup>8</sup> "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

<sup>9</sup> The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

<sup>10</sup> Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).  
House Bill 3007 (2025)

## Directory Information\*\*

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information<sup>[+]</sup> may be released ~~to the public~~ through appropriate procedures and includes:

1. Student’s name;
- ~~2. Student’s address;~~
- ~~3. Student’s telephone listing;~~
- ~~4. Student’s electronic address;~~
- ~~5.2. Student’s photograph;~~
- ~~6. Date and place of birth;~~
- ~~7.3. Major field of study;~~
- ~~8.4. Participation in officially recognized sports and activities and sports;~~
- ~~9.5. Weight and height of athletic team members of athletic teams;~~
- ~~10.6. Dates of attendance; and~~
- ~~11. Grade level;~~
- ~~12.7. Diploma, honors or Degrees and awards received;~~
- ~~13. Most recent previous school or program attended.~~

### Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

<sup>+</sup>[For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word ‘diploma’ in #12 if kept.]

## Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names[, identifier, institutional email address in a class in which the student is enrolled] or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

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### Legal Reference(s):

[ORS 30.864](#)  
[ORS 107.154](#)  
[ORS 180.805](#)

[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)  
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 ([20122024](#)).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g ([20122024](#)); Family Educational Rights and Privacy, 34 C.F.R. Part 99 ([20172025](#)).

Every Student Succeeds Act, 20 U.S.C. § 7908 ([20122024](#)).

**~~Resident Student~~ Denial for Virtual Public Charter School ~~Attendance~~ Student Enrollment\*\***

{Conditionally required. This policy is required if the district plans to deny enrollment of a student to a virtual public charter school. OAR 581-026-0305 (8)}

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~established~~ calculated percentage is more than three percent, the district may not approve ~~additional~~ a student's enrollment to such a virtual public charter school.

A parent<sup>1</sup> must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment~~. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice<sup>2</sup> within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculations at the time the intent to enroll was received by the district;
- ~~3. The right to appeal the decision to the State Board of Education;~~
- 4.3. A list of two or more other online options available to the student; and
- 5.4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

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

<sup>1</sup> "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

<sup>2</sup> If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;
4. The number of home-schooled students who reside residing in the district and who have registered with the an educational service district; and
5. The number of students who reside residing in the district enrolled in private schools located within the school-district.

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

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

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 338.125](#)

[OAR 581-026-0305](#)  
[OAR 581-026-0310](#)

## Suspected Sexual Conduct with Students and Reporting Requirements \*

{Required policy. ORS 339.372 establishes the requirement for boards to adopt policy on suspected sexual conduct.}

Sexual conduct by district employees, contractors<sup>1</sup>, agents<sup>2</sup>, and volunteers<sup>3</sup> is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, and students<sup>4</sup> are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~ one calendar year prior to the sexual conduct.

<sup>1</sup> “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

<sup>2</sup> “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>3</sup> “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>4</sup> Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

<sup>5</sup> This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the **Director of Student Services** who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is ~~[[strongly] [discouraged] [prohibited]]~~.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~[House Bill 2136 \(2021\).](#)~~

~~[Senate Bill 51 \(2021\).](#)~~

[House Bill 4160 \(2024\).](#)

REGULAR BOARD OF DIRECTORS  
MEETING

Wednesday, November 5, 2025 6:15 PM  
Pacific

South Umpqua School District  
558 Chadwick Ln  
Myrtle Creek, OR 97457

William Hill: Present  
Jeff Johnson: Present  
Quinn Pickering: Absent  
Randy Richardson: Absent  
David Stevens: Present  
Anandita Tiwari: Present  
Present: 4, Absent: 2.

1. Call to Order/Roll Check  
Meeting was called to order at 6:15 pm

2. Flag Salute

3. Adoption or Adjustment of Agenda-Revised to add out of state travel request for South Umpqua High School Students.  
I motion to approve the agenda for November 05, 2025. This motion, made by Jeff Johnson and seconded by William Hill, Carried.  
Quinn Pickering: Absent, Randy Richardson: Absent, William Hill: Yea, Jeff Johnson: Yea, David Stevens: Yea, Anandita Tiwari: Yea  
Yea: 4, Nay: 0, Absent: 2

4. Citizens Request of the Board  
None

5. South Umpqua High School — Request for out-of-state travel to Grand Canyon University  
Shannon Fye was present to request out-of-state travel to Grand Canyon University. She will be taking 7–9 students. The trip will be from December 5–7. Students are required to get transportation to the airport and GCU takes care of all other expenses and students will stay in the dorms on campus. Any senior can attend if they meet the specific requirements. Jeff Johnson asked when another chaperone would be required.

6. Tri City Elementary Presentation

Camron Pope, principal of Tri City Elementary, presented the TCE school presentation.  
Goal 1: By the end of the 2025-26 school year, 100% of students will demonstrate growth, with the percentage of students in the "Well Below" category decreasing from 43% to 20%, and the "Below" category decreasing from 17% to 15%. The percentage of students scoring "At" or "Above" benchmark will increase from 40% to at least 65%.  
Goal 2: the 2025-26 OSAS assessment by decreasing the percentage of students in the "Does Not Meet" category from 23% to 10% and the "Nearly Meets" category from 26% to 16%, while maintaining at least 51% of students in the "Meets/Exceeds" categories. )

7. Superintendent Communication

Superintendent Bare reported that the leadership team completed the first scorecard exercise and is thrilled with the progress. Superintendent Bare provided an update on the progress in each pillar in the strategic plan. Pillar 1: Supported and successful students has three goals. PLCs are established in every school, guiding coalitions are active in all buildings and they guide the PLC work. 3rd grade literacy goal, ECRI implementation has continued to grow and improve. Putting in structures to start high dosage after school tutoring. The attendance goal is going well. We are tracking attendance across the district, and we are seeing gains, especially at the high school, and the attendance module is up and going. It provides notification and tools to support families. Pillar 2: Empowered and Valued Staff is focused on Professional Learning. The instructional coaching has been tremendous support for teachers. We have had professional development for support staff that is highly valued. And there has been a lot of professional development for licensed staff. There will be a survey sent out to teacher to see what is going well with professional development. Pillar 3: Strong Family and Community Partnership. We are doing work with staff on how to effectively engage with families. Groundwork work for student-led conferences and site councils has been established in buildings. Their focus is around increasing engagement. Pillar 4: Modern and Safe Facilities. The specific goal was that there would be annual walkthroughs with law enforcement and the principal, and they would create a punch list, one that is do-able and that can be checked off. This will happen on a quarterly basis.

Superintendent Bare reported that she held her first Superintendent advisory council meeting at Tri City Elementary. When asked what makes Tri-City a good place to learn, they shared the following:

- "There are safe places to take a break, and all of the teachers are really nice."
- One student is especially fond of the parties and celebrations — they were very much looking forward to the Halloween celebration when we met.
- "The way everyone and the teachers treat you. This is the best school in the state."

Superintendent Bare provided the board with a Curriculum adoption update. The materials are currently available for public viewing and if the board would like to view the curriculum, they can contact Emily Veale.

### 7.1. Enrollment Report

Superintendent Bare provided the current enrollment report. There is a bigger dip than expected, but it has been reported that we have seen a number of enrollments across the district. Current enrollment is 1391, CMS-270, CVS-205, SUHS-427, MCE- 248 and TCE-241

## 8. Financial Report

Shy Chapman represented the District's Revenue and Expenditure Report, reflecting financial activity through October 29, 2025. The projected ending fund balance for the fiscal year ending June 30, 2026, is currently \$4,546,375. The business department is still working on the audit. They were hoping to have it done by Thanksgiving, but it is now looking like the end of December. Mrs. Chapman reported that they are watching the enrollment to see if we need to report to the state. Currently, the district is down by 34 students than projected. The district did see an increase in enrollment for special education students. Enrollment estimates for the 26/27 school year have to be reported by January.

## 9. Facilities Update

Joe Motta reported that he has met with HGE to discuss ADA access across the district and what for entering and while in the building. HGE will try and get a report to Joe by this month, and he will bring it back in December.

Mr. Motta informed the board that there is a grant available for long-range planning, and it is due by February. If the district was to go for a bond, there is a matching grant available and a long-range plan would be needed. Knife River provided a quote for \$3700 to pave the handicap

parking spot at CVS.

Mr. Motta provided an update on the safe routes project in Canyonville. Knife River reported that they will be finishing sidewalks on the west side from Reed to Johnson (complete by Thanksgiving). Paving Monday and Tuesday northbound lane from Reed to Long. Once the sidewalks are complete on the west side, we will pave the southbound lane. Crosswalk island and flashing beacons will be installed in the first part of December. Finish paving and striping by mid-December.

#### 10. Teaching and Learning Update

Ryan Savage presented fall Dibels and I-Ready data. The board asked why the numbers were different between Dibels and I-Ready. Mr. Savage explained that I-Ready includes comprehension understanding where Dibels does not. The district has already purchased the I-ready data to use an intervention plan and Read-180. It will find where there are holes and create a lesson based on that information and students can log in anywhere if they want to access it. Parents can use it at home if they want to. Jeff asked about workshops for parents so they could be more involved with support. Ryan thinks we are headed in the right direction and doing the right thing to support students.

#### 11. Foundation Communication

Jeff Johnson reported that the dinner and auction was a great success. About 170–180 people attended and raised approximately \$93,000 - \$94,000. The frenzy raised money to purchase reader boards, and it raised enough money for at least one board.

#### 12. Review and first reading of board policies: BCF, DBEA, IKF, JHCA, JOA, LBEA and GBNA/JHFF

Erika Bare reported the current policy updates to the board. The board did not have any questions.

#### 13. Review of board policy AR- - IGBAB/JO AR and JO/IGBAB-AR

Superintendent Bare reported the current AR updates to the board. There were no questions.

#### 14. Consent Agenda *(All items may be adopted by a single motion unless pulled for special consideration.)*

Approve the consent agenda for November 05, 2025. This motion, made by Jeff Johnson and seconded by William Hill, Carried.

Quinn Pickering: Absent, Randy Richardson: Absent, William Hill: Yea, Jeff Johnson: Yea, David Stevens: Yea, Anandita Tiwari: Yea

Yea: 4, Nay: 0, Absent: 2

14.1. Approval of Minutes: Regular Board Session, October 01, 2025 and Board Work Session October 15, 2025

14.2. Resignation of Cristal Randolph, Elementary Teacher at Tri City Elementary

#### 15. Action Items

15.1. Approve out of state travel request for South Umpqua High School students.

Approve out of state travel request for South Umpqua High School students. This motion, made by Jeff Johnson and seconded by William Hill, Carried.

Quinn Pickering: Absent, Randy Richardson: Absent, William Hill: Yea, Jeff Johnson: Yea,

David Stevens: Yea, Anandita Tiwari: Yea

Yea: 4, Nay: 0, Absent: 2

William Hill made the comment that if more than 15 students, then another chaperon must attend. The board was in agreement.

#### 16. Announcements

- Regular Board Meeting December 03, 2025
- Regular Board Meeting January 07, 2026

#### 17. Board Member Comments

William Hill shared with the school board that the Oregon Department of Human Services would be hosting an event in south county at the Harvest Church on November 19th. The event will provide many opportunities and resources for the members of the community, such as a free meal, free clothing and various local partners providing resources and services.

#### 18. Board chair closing comments

David Stevens asked if all board members had completed the required training. At the next meeting, the board will take action regarding the position that is currently held by Quinn Pickering on the school board. The board discussed the open board position and asked about contacting various organizations in Canyonville to ask them to share the information.

#### 19. Adjourn Meeting

The meeting was adjourned at 7:16 pm.



# **SOUTH UMPQUA SCHOOL DISTRICT**

Unlocking Unlimited Potential in Every Student

## **Board Reports**

December 3, 2025

**To:** Board of Directors

**From:** Superintendent, Erika Bare  
Director of Student Teaching and Learning, Ryan Savage

**Subject:** **Approval of 2025-26 Student Investment Account (SIA) Grant Agreement with the Oregon Department of Education**

**Date:** November 18, 2025

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### **Summary:**

The board is asked to approve the 2025-26 Student Investment Account Grant Agreement between SUSD and the Oregon Department of Education.

**Background:** SUSD has received an SIA allocation of \$1,402,511.07 for the 2025-26 school year. This amount was included in the district's 2025-26 budget.

### **Previous Board Action:**

The Budget Committee approved the gen fund and grant budgets in May 2025, and the board adopted the budget in June 2023, giving district officials spending authority not to exceed \$1,402,511.07 toward SIA expenditures.

**Financial Implications:** An approved agreement will provide the district in SIA grant \$1,402,511.07 funding for the 2025-26 school year.

**Staff Recommendation:** Staff recommends approval of the 2025-26 Student Investment Account Grant Agreement between SUSD and the Oregon Department of Education.

# STATE OF OREGON GRANT AGREEMENT

## “Student Success Act – Student Investment Account”

Grant No. **39307**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **South Umpqua SD 19** (“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:

Erika Bare  
 558 SW Chadwick Ln  
 Myrtle Creek, OR 97457  
 erika.bare@susd.k12.or.us

### 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
<b>2025-27 Total Biennial Allocation (TBA)</b>	July 1, 2025 – June 30, 2027	<b>\$2,862,267.49</b>
Less: 2025–27 Q1 projected amount made available under Agreement number 34492 (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	<b>(\$380,876.31)</b>
<b>2025-26 Year 1 – Allocation - CURRENT</b>	July 1, 2025 – June 30, 2027	<b>\$1,021,634.76</b>
<b>2026-27 Year 2 – Allocation – RESERVED (not yet released)</b>	July 1, 2025 – June 30, 2027	<b>\$1,459,756.42</b>
<b>2027-29 Quarter 1 projected (2027-29 Q1)</b>	July 1, 2027 – September 30, 2027	<b>\$374,683.76</b>
<b>Total Grant Funds ( 2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)</b>		<b>\$2,856,074.94</b>

**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 1: 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

#### South Umpqua SD 19

By:   
Authorized Signature

11/13/25  
Date

Enka Bure  
Printed Name

Superintendent  
Title

93-4000421  
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.

<b>Reporting Period</b>	<b>Due Date</b>	<b>Deliverable</b>
July 1 – September 30	<b>November 15</b>	Submit financial and performance progress report.
October 1 – December 31	<b>February 15</b>	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	<b>August 15</b>	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 30<sup>th</sup>, 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 SOUTH UMPQUA SD 19

### 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.

<b>Target Type</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
<b>Four Year Cohort Graduation</b>			
<b>Baseline Target: All Students</b>	<b>77.0%</b>	<b>78.0%</b>	<b>79.0%</b>
<b>Stretch Target: All Students</b>	<b>79.5%</b>	<b>81.5%</b>	<b>83.5%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>69.0%</b>	<b>71.0%</b>	<b>73.0%</b>
<b>Five Year Cohort Completion</b>			
<b>Baseline Target: All Students</b>	<b>80.0%</b>	<b>80.5%</b>	<b>81.0%</b>
<b>Stretch Target: All Students</b>	<b>81.5%</b>	<b>82.5%</b>	<b>83.0%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>75.2%</b>	<b>76.2%</b>	<b>77.2%</b>
<b>9th Grade on-Track</b>			
<b>Baseline Target: All Students</b>	<b>94.0%</b>	<b>94.3%</b>	<b>95.0%</b>
<b>Stretch Target: All Students</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>94.0%</b>	<b>94.3%</b>	<b>95.0%</b>
<b>3rd Grade ELA Proficiency</b>			
<b>Baseline Target: All Students</b>	<b>28.0%</b>	<b>31.0%</b>	<b>34.0%</b>
<b>Stretch Target: All Students</b>	<b>29.0%</b>	<b>32.5%</b>	<b>35.0%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>26.5%</b>	<b>29.6%</b>	<b>33.0%</b>
<b>Regular Attenders</b>			
<b>Baseline Target: All Students</b>	<b>64.0%</b>	<b>66.0%</b>	<b>68.0%</b>
<b>Stretch Target: All Students</b>	<b>65.5%</b>	<b>68.0%</b>	<b>70.5%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>56.0%</b>	<b>59.0%</b>	<b>62.0%</b>

**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
<b>Local Optional Metrics</b>			
<b>Baseline Target: All Students</b>			
<b>Stretch Target: All Students</b>			
<b>Gap-Closing Target: All Focal Group Students</b>			

## **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.



Dedicated to improving student success and education equity through  
**advocacy, leadership and service**  
to Oregon public school boards.

## **2025 OSBA Election Information - Douglas/South Coast Region**

*In odd-numbered years, member boards take official action to elect regional representatives for even-numbered positions on the OSBA Board of Directors, all regional representatives on the Legislative Policy Committee, and any positions that are currently vacant or were filled by appointment, and to vote on any resolutions brought before the membership.*

- *The Douglas/South Coast region holds one position on the Board of Directors and one position on the Legislative Policy Committee. The Legislative Policy Committee position is up for election.*
- *There are no resolutions being brought before the membership at this time.*
- *Candidate materials are posted on the [OSBA Election Information](#) page.*
- *Member boards must take official action to vote.*
- *Please [use this map](#) to verify your region before proceeding.*

## **Douglas/South Coast Region Official Ballot**

1. Legislative Policy Committee Position 09

Steven Hammerson

Janet Holland

## Board Action Verification

\* 2. Type the name of the district, ESD, or community college board that officially made this vote.

\* 3. Type the meeting date when the board officially made this vote.

\* 4. Type your name and title.

Send me a copy of my responses via email

Done

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