



SCIO SCHOOL DISTRICT 95-C

38875 NW First Avenue
Scio, Oregon 97374

“Youth In Pursuit of Excellence”

SCIO SCHOOL DISTRICT 95C
SCHOOL BOARD MEETING MINUTES
Centennial Elementary School Library
38875 NW FIRST AVE., SCIO, OREGON 97374-9502
Monday, December 15, 2025
6:00 P.M.
In Person/Via Zoom Meeting

The link to view the meeting:

<https://zoom.us/j/94410360023?pwd=cEg1Ylk2YncyMkkoQTlrM3BFZ1V4Zz09>

Opening 6:00 p.m.

Regular Meeting

REGULAR BOARD MEETING MINUTES

1) CALL TO ORDER/WELCOME

The meeting was called to order by Presiding Chair, Anber Nelson, at 6:16 P.M.; other board members present were Nicole Buganski, Hank McDonald, Mike Ennis and Derryl James. Also, present were Superintendent – Kim Roth, Payroll/Board Secretary- Chelle Mask. Principals Lindsay Alsup, Jacob Alburn and Kyle Braa were present. Student Representatives, Honor Bagnall , Nolan Buganski, and Keltes James. McKenzie Gilkison was absent. Also present were members of the audience (See list attached).

1.1 The flag salute was led by Anber Nelson.

1.2 Audience Introduction/Request (See List Attached)

2) Approval of Consent Agenda

Nicole Buganski made a motion to approve the consent agenda as presented. Hank McDonald seconded the motion. Motion passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

Centennial Elementary 503-394-3265 • Middle School 503-394-3271
High School 503-394-3276 • District Office 503-394-3261 • Fax 503-394-3920

3) Adjustments to Agenda/Adopt Agenda

Anber Nelson has an adjustment to the agenda:

Moving 6.1.1 Financial Update to 4.0. Rocco Luiere Executive Financial Officer, with the LBL ESD presented the following:

BOARD FINANCIALS

For the Month of November 2025

REPORTS

- REVENUE REPORT
- EXPENDITURE REPORT
- YEAR-TO-DATE NET POSITION REPORT
- CASH BALANCE REPORT
- CASH BALANCE TRENDING
- MOVING AVERAGE CASH BALANCE
- LGIP INTEREST YIELDS
- LGIP INTEREST YIELD TREND

REVENUE REPORT

	100-General Fund	200-Special Revenue	400-Capital Projects	TOTAL
CURRENT PERIOD - November 2025				
Tax Receipts	1,137,255	-	-	1,137,255
State School Fund	2,218,681	-	20,266	2,238,947
State and Local Sources	-	-	724,772	724,772
Federal Sources	-	12,434	-	12,434
Charges for Services	1,075	3,511	-	4,586
Medicaid	-	-	-	-
Earnings on Investments	38,461	-	-	38,461
Other Sources	16,970	4,235	24,355	45,560
Indirect Charges	-	-	-	-
TOTAL	3,412,442	20,180	769,393	4,202,015
CURRENT YEAR-TO-DATE - July 2025 through November 2025				
Tax Receipts	1,151,138	-	-	1,151,138
State School Fund	13,324,849	500	112,585	13,437,934
State and Local Sources	-	432,167	1,451,256	1,883,422
Federal Sources	-	73,736	-	73,736
Charges for Services	5,510	12,822	-	18,332
Medicaid	-	-	-	-
Earnings on Investments	38,663	154,697	-	193,359
Other Sources	191,849	87,365	24,355	303,569
Indirect Charges	7,502	-	-	7,502
TOTAL	14,719,511	761,285	1,588,195	17,068,992
ANNUAL BUDGET				
Tax Receipts	1,757,517	-	-	1,757,517
State School Fund	28,054,958	-	528,385	28,583,343
State and Local Sources	-	1,639,081	4,938,940	6,578,021
Federal Sources	26,000	852,561	-	878,561
Charges for Services	10,360	50,195	-	60,555
Medicaid	12,000	-	-	12,000
Earnings on Investments	100,000	550,000	-	650,000
Other Sources	152,400	322,911	122,170	597,481
Indirect Charges	69,502	-	-	69,502
TOTAL	30,182,737	3,414,747	5,589,495	39,186,979

EXPENDITURE REPORT

	100-General Fund	200-Special Revenue	400-Capital Projects	TOTAL
CURRENT PERIOD - November 2025				
Salaries & Wages	(396,096)	(78,630)	-	(474,727)
Associated Payroll Costs	(220,591)	(50,555)	-	(271,146)
Services & Fees	(1,510,354)	(3,512)	-	(1,513,866)
Supplies & Materials	(9,408)	(27,878)	-	(37,286)
Facility & Utility	(27,518)	(200)	-	(27,718)
Travel	(7,547)	(21)	-	(7,568)
Other Expenditures	(460)	-	-	(460)
Equipment	-	-	-	-
OPERATING EXPENSES	(2,171,973)	(160,796)	-	(2,332,770)
CAPITAL	-	-	(49,669)	(49,669)
Transfer	-	-	-	-
Transit	-	-	-	-
TRANSFERS & TRANSITS	-	-	-	-
TOTAL EXPENDITURES	(2,171,973)	(160,796)	-	(2,332,770)
CURRENT YEAR-TO-DATE - July 2025 through November 2025				
Salaries & Wages	(1,464,718)	(270,952)	-	(1,735,670)
Associated Payroll Costs	(861,575)	(173,077)	-	(1,034,652)
Services & Fees	(8,497,109)	(16,350)	-	(8,513,459)
Supplies & Materials	(172,881)	(217,223)	-	(390,104)
Facility & Utility	(166,969)	(303)	(397)	(167,668)
Travel	(10,753)	(10,931)	-	(21,683)
Other Expenditures	(207,093)	(1,207,502)	-	(1,414,595)
Equipment	-	-	-	-
OPERATING EXPENSES	(11,381,097)	(1,896,338)	(397)	(13,277,832)
CAPITAL	-	-	(2,417,696)	(2,417,696)
Transfer	(547,584)	-	-	(547,584)
Transit	(85,000)	-	-	(85,000)
TRANSFERS & TRANSITS	(632,584)	-	-	(632,584)
TOTAL EXPENDITURES	(12,013,681)	(1,896,338)	(397)	(13,910,416)
ANNUAL BUDGET				
Salaries & Wages	(4,772,432)	(1,037,083)	-	(5,809,515)
Associated Payroll Costs	(2,896,969)	(1,170,060)	-	(4,067,029)
Services & Fees	(20,408,157)	(508,693)	(50,250)	(20,967,100)
Supplies & Materials	(527,790)	(1,111,428)	-	(1,639,218)
Facility & Utility	(583,703)	(3,700)	-	(587,403)
Travel	(55,215)	(79,580)	-	(134,795)
Other Expenditures	(295,787)	(2,031,619)	-	(2,327,406)
Equipment	(18,745)	(193,370)	(80,816)	(292,931)
OPERATING EXPENSES	(29,558,798)	(6,135,532)	(131,066)	(35,825,396)
CAPITAL	(16,000)	(61,000)	(8,144,855)	(8,221,855)
Transfer	(695,584)	(10,000)	-	(705,584)
Transit	(85,000)	-	-	(85,000)
TRANSFERS & TRANSITS	(780,584)	(10,000)	-	(790,584)
TOTAL EXPENDITURES	(30,339,382)	(6,145,532)	(131,066)	(36,615,980)

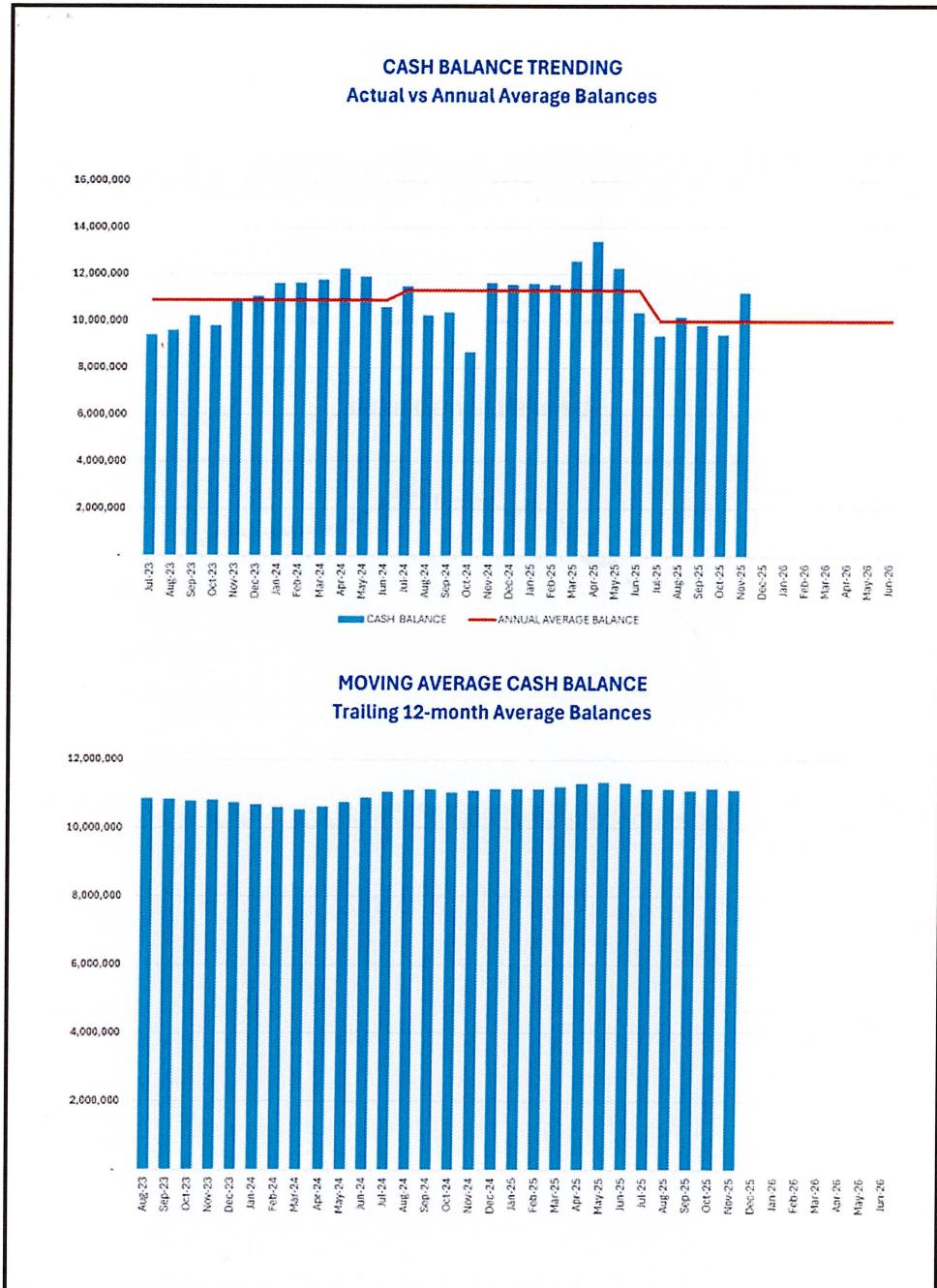
YEAR-TO-DATE NET POSITION REPORT

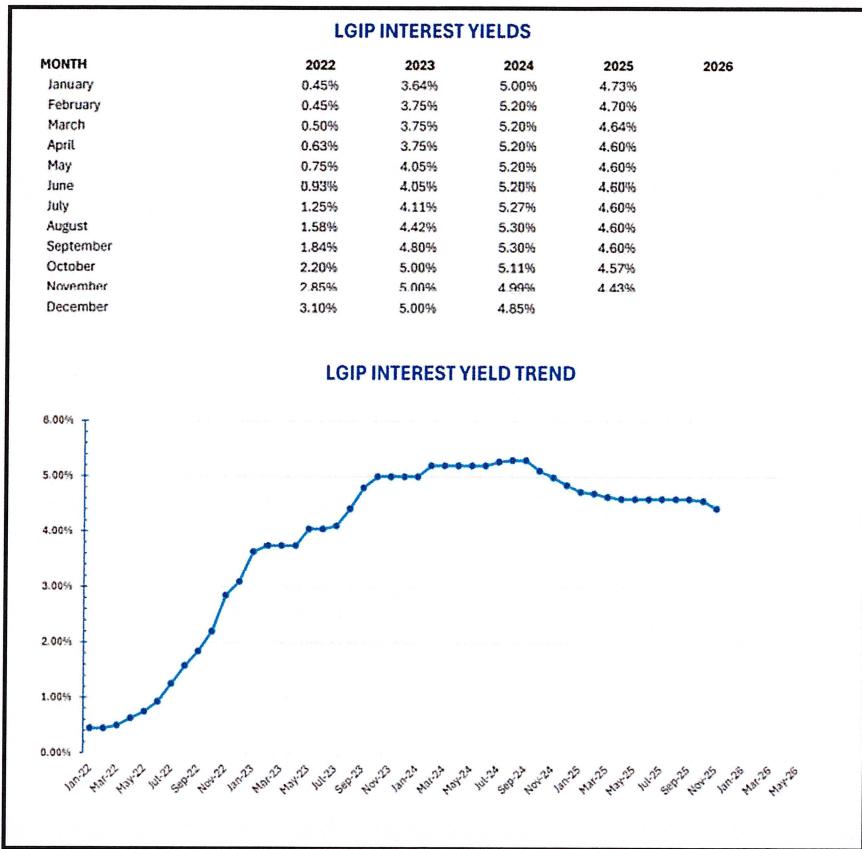
	100-General Fund	200-Special Revenue	400-Capital Project	TOTAL
Revenue	14,719,511	761,285	1,588,195	17,068,992
Operating Expenses	(11,381,097)	(1,896,338)	(397)	(13,277,832)
Transfers & Transits	(632,584)	-	-	(632,584)
OPERATING SURPLUS/(DEFICIT)	2,705,830	(1,135,052)	1,587,799	3,158,576
BEGINNING BALANCE	-	-	-	-
Surplus/(Deficit)	2,705,830	(1,135,052)	1,587,799	3,158,576
Other Adjustments	-	-	-	-
ENDING BALANCE	2,705,830	(1,135,052)	1,587,799	3,158,576

CASH BALANCE REPORT

As of November 2025

	Beginning Balance	Deposits	Withdrawals	Interest	Ending Balance
CURRENT PERIOD - November 2025					
LGIP	8,803,017	4,100,834	(2,535,794)	38,460	10,406,516
US Bank	631,063	1,181,225	(986,780)	56	825,565
TOTAL	9,434,079	5,282,059	(3,522,574)	38,517	11,232,081
CURRENT YEAR-TO-DATE - July 2025 through November 2025					
LGIP	9,903,000	16,394,028	(16,083,661)	193,149	10,406,516
US Bank	466,937	8,287,966	(7,929,570)	233	825,565
TOTAL	10,369,936	24,681,994	(24,013,231)	193,382	11,232,081





Derryl James made a motion to accept the adjustments to the agenda. Mike Ennis seconded the motion. Motion passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

4) Delegation/Visitors

4.1 Spotlight on Education:

Jacob Alburn, Principal of Scio Middle School presented to the board the following information on Winter Activity Day:

Winter Activity Day 12/19/2025

Hello Middle School Students, these will be your choices for activities and movies on Winter Activity Day.

Please rank what you would like to do from greatest to least.

* Indicates required question

1. Email *

2. Last Name *

3. First Name *

4. First Period Teacher *

Dropdown

Mark only one oval.

- Ms. Barnes
- Ms. Chamberlin
- Mr. Gibbons
- Mr. Horper
- Ms. Hickey
- Ms. Kilgore
- Ms. Roofener
- Ms. Sprogue

5. Grade *

Dropdown

Mark only one oval.

- 6th
- 7th
- 8th

6. A.M. Activity *

Rank Your Choices 1-10

Mark only one oval per row

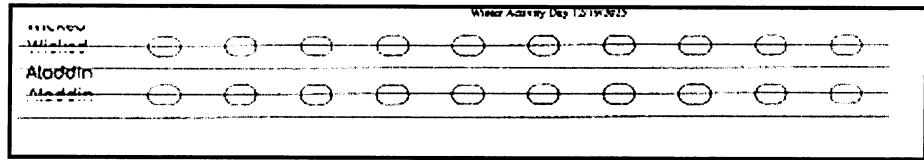
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	Last
Quiet Room	<input type="radio"/>									
Basketball	<input type="radio"/>									
Board Games	<input type="radio"/>									
Making Peppermint Bark	<input type="radio"/>									
Cookie Decorating	<input type="radio"/>									
Card Making	<input type="radio"/>									
Pop Art 3D Ornaments	<input type="radio"/>									
Lego Building	<input type="radio"/>									
Book Bingo	<input type="radio"/>									
Pickleball	<input type="radio"/>									

7. A.M. Movie *

Rank Your choices 1-10

Mark only one oval per row

	First	2nd	3rd	4th	5th	6th	7th	8th	9th	Last
K-Pop Demon Hunters	<input type="radio"/>									
The Santa Clause	<input type="radio"/>									
Polar Express	<input type="radio"/>									
Wonka	<input type="radio"/>									
Tangled	<input type="radio"/>									
Santa Buddies	<input type="radio"/>									
Rudolph the Red-Nosed Reindeer	<input type="radio"/>									
Star Wars Christmas Special	<input type="radio"/>									



8. A.M. Activity 2 *

Rank Your Choices 1-9

Mark only one oval per row.

	First	2nd	3rd	4th	5th	6th	7th	8th	Last
Bingo	<input type="radio"/>								
Basketball	<input type="radio"/>								
Computer Games	<input type="radio"/>								
Quiet Room	<input type="radio"/>								
Board Games	<input type="radio"/>								
Cookie Decorating	<input type="radio"/>								
Hot Chocolate	<input type="radio"/>								
Making Christmas Ornaments	<input type="radio"/>								
Christmas Coloring	<input type="radio"/>								

9. P.M. Movie *

Rank Your Choices 1-9

Mark only one oval per row.

	First	2nd	3rd	4th	5th	6th	7th	8th	Last
Muppet Christmas Carol	<input type="radio"/>								
Elf	<input type="radio"/>								
Santa Clause 2	<input type="radio"/>								
Home Alone	<input type="radio"/>								
The Best Christmas Pageant Ever	<input type="radio"/>								
Minecraft	<input type="radio"/>								
Klaus	<input type="radio"/>								
How the Grinch Stole Christmas	<input type="radio"/>								
Polar Express	<input type="radio"/>								

Movie	Notes	Winter Activity Day 12/19/2025							
Movie	Notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name: «First_Name_» «Last_Name_»		
Grade: «Grade_»		
1 st Period Teacher: «First_Period_Teacher_»		
8:10 – 9:05	Activity 1: «AM_Activity__First»	«Room»
9:05 – 10:40	Movie: «AM_Movie__First»	«Room_1»
10:40 – 11:30	Activity 2: «AM_Activity_2_First»	«Room_2»
11:30 – 12:15 Lunch & Recess		
12:15 – 12:30 Locker Cleanout		
12:30 – 2:05 Movie: «PM_Movie_First»		
2:05 – 2:49	Assembly	

Activity Possibilities

1 is your top choice; the lower the number, the less you want it. You need to rank the 2 activities separately. You may not be given your first preference depending upon the space available for each activity.

1	Rank 1-10	2	Rank 1-9
Quiet Room		Bingo	
Basketball		Basketball	
Board Games		Computer Games	
Making Peppermint Bark		Quiet Room	
Cookie Decorating		Board Games	
Card Making		Cookie Decorating	
Pop Art 3D Ornaments		Hot Chocolate	
Lego Building		Making Christmas Ornaments	
Book Bingo		Christmas Coloring	
Pickleball			

Movie Possibilities

Please Rank these movies in order of your viewing preference.

AM Movie

Title	Rank 1-10
K-Pop Demon Hunters	
The Santa Clause	
Polar Express	
Wonka	
Tangled	
Santa Buddies	
Rudolph the Red-Nosed Reindeer	
Star Wars Christmas Special	
Wicked	
Aladdin	

PM Movie

Title	Rank 1-9
Muppet Christmas Carol	
Elf	
Santa Clause 2	
Home Alone	
The Best Christmas Pageant Ever	
Minecraft	
Klaus	
How the Grinch Stole Christmas	
Polar Express	

4.2 Scio Booster Club: N/A
 4.3 City of Scio: N/A
 4.4 Visitor/Patron Comments: N/A

5) Items Requiring Board Action

5.1 Staff Changes: Hires and Retirements:

Kim Roth presented to the board the following hires:

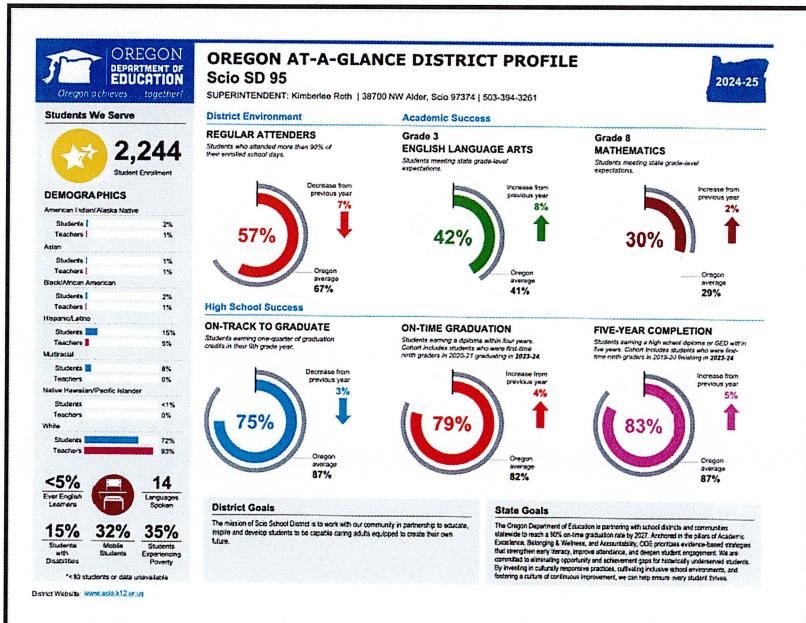
Steven Westbrook-Middle School – Head Boys Basketball Coach
 Marveen Chastain- Food Service
 Brody Foster- District Office Accountant

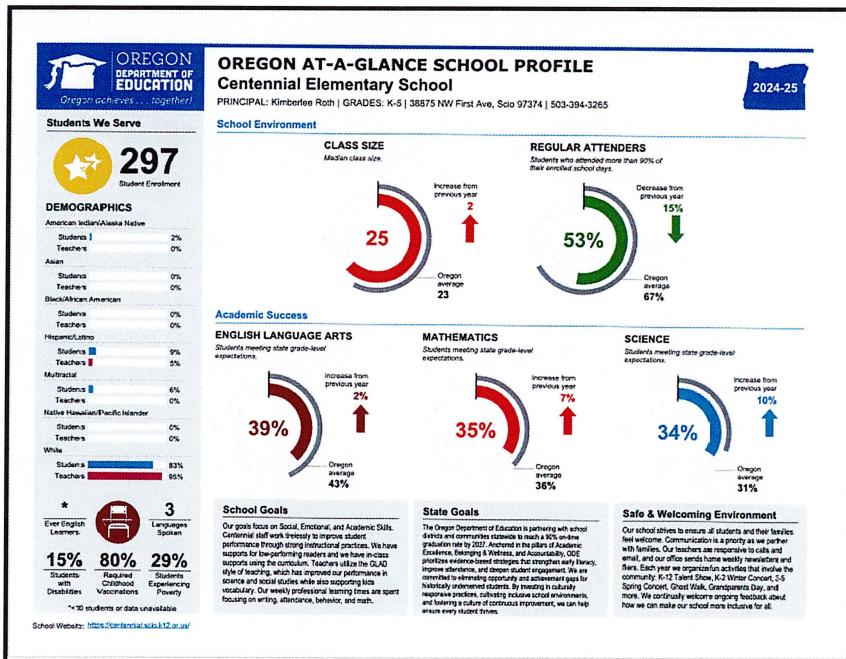
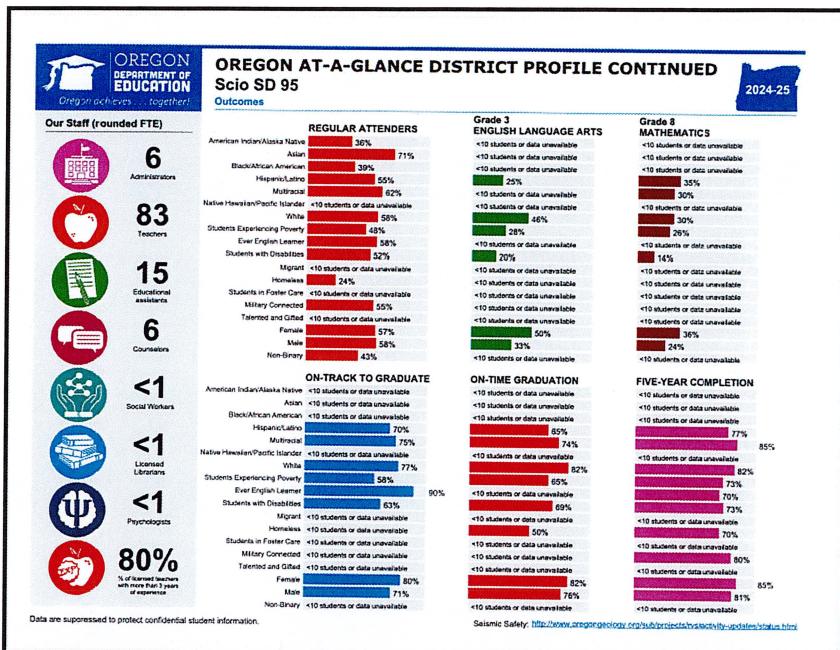
Mike Ennis made a motion to hire the above names. Derryl James seconded the motion.
 Motion passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.2 Oregon At-A-Glance District Profile 2024-25:

Kim Roth presented to the board the following state report card for the 2024-2025 school year. The district profile does include all data from Willca, Lourdes and the brick-and-mortar schools together. Kim talks about how this will be changed so that the charter schools will have their own data and will no longer be a part of our report card.





The Elementary school is working with their attendance team to encourage students/ classes to collect letters of attendance to earn a party for their class.

OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED
Centennial Elementary School 2024-25

Our Staff (rounded FTE)

	15
	8
	1
	79%
	56%
	Yes

Average teacher retention rate over the past three years
% of licensed teachers with more than 3 years of experience
Same principal in the last 3 years

Outcomes

REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Asian: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino: 42%	<10 students or data unavailable	<10 students or data unavailable
Middle: 72%	<10 students or data unavailable	<10 students or data unavailable
Native Hawaiian/Pacific Islander: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White: 52%	<10 students or data unavailable	<10 students or data unavailable
Students Experiencing Poverty: 46%	<10 students or data unavailable	<10 students or data unavailable
Ever English Learner: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities: 30%	<10 students or data unavailable	<10 students or data unavailable
Migrant: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Military Connected: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Female: 58%	<10 students or data unavailable	<10 students or data unavailable
Male: 46%	<10 students or data unavailable	<10 students or data unavailable
Nons-Native: <10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

Data are suppressed to protect confidential student information. For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards-and-accounts/Pages/Accountability-Measures.aspx

OREGON AT-A-GLANCE SCHOOL PROFILE
Scio Middle School 2024-25

Students We Serve

	155
Student Enrollment	
DEMOCRAPHICS	
American Indian/Alaska Native	
Students	3%
Teachers	0%
Asian	
Students	0%
Teachers	0%
Black/African American	
Students	0%
Teachers	0%
Hispanic/Latino	
Students	15%
Teachers	8%
Middle	
Students	5%
Teachers	5%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	78%
Teachers	92%
* Ever English Learner	
	4
Students with Disabilities	14%
Required Childhood Vaccinations	87%
Students Experiencing Poverty	28%

Student Website: <http://sciosms.sco.k12.or.us/>

School Environment

CLASS SIZE	REGULAR ATTENDERS
Median class size: 23	Students who attend more than 90% of their enrolled school days: 61%
Oregon average: 23	Oregon average: 67%

Academic Success

ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE
Students meeting state grade-level expectations: 36%	Students meeting state grade-level expectations: 24%	Students meeting state grade-level expectations: 24%
Oregon average: 43%	Oregon average: 30%	Oregon average: 28%

School Goals

Scio Middle School and community in partnership, will educate, inspire, and develop students to be capable caring adults equipped to create their own future.

State Goals

The Oregon Department of Education is partnering with school districts to support the achievement of the state's goal of graduation rate by 2027. Anchored in the pillars of Academic Excellence, Emerging & Wellness, and Accountability, ODE promotes a culture of continuous improvement, equity, integrity, informed leadership, and deepen student engagement. We are committed to supporting our schools in creating a safe, supportive, and healthy learning environment for all students, including those from historically underserved families. By prioritizing high-quality, responsive practices, culturing inclusive school environments, and fostering a culture of continuous improvement, we are helping every student thrive.

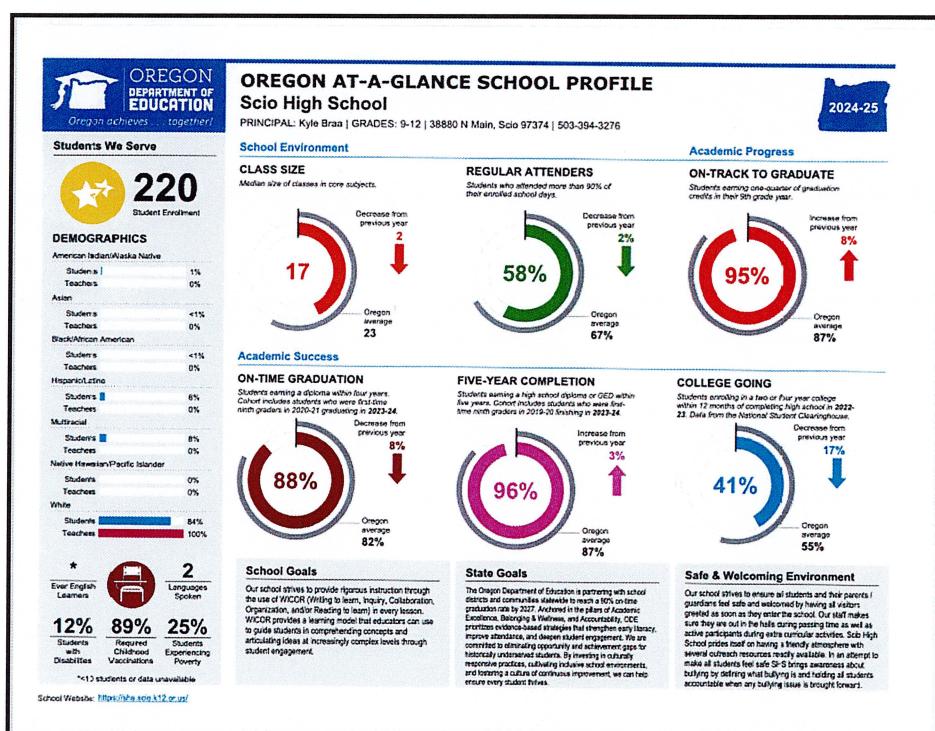
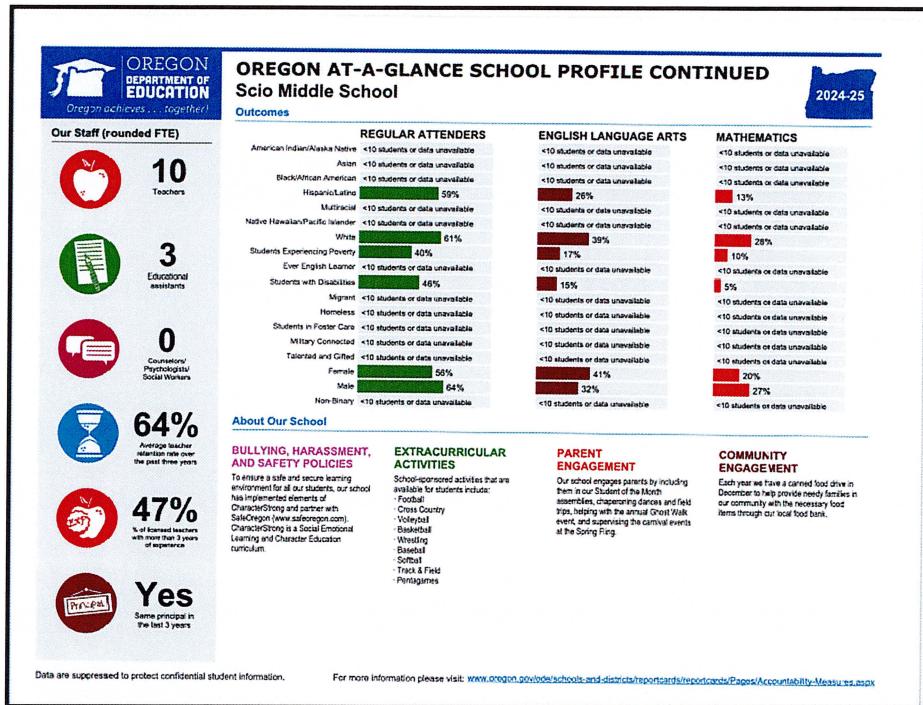
Safe & Welcoming Environment

We believe that each of our students will be equipped with the skills and knowledge needed to succeed in society with a strong character and the right of a thriving education.

We believe this can be accomplished with fair and consistent support through classroom management, rigorous curriculum, and models of positive behavior.

We believe in determining the needs of the whole student and strive to provide every student with multiple opportunities for success.

Nicole asked for thoughts on why Middle School English Language Arts and Science was down significantly. Jacob explained that students are sometimes choosing not to take the state test accurately. We don't see the decrease while using the interim assessments (I-Ready). We do use incentives during the Interim assessments, but it is illegal to incentivize during state testing.



Anber asked Kyle if the College Going is down 17% due to students going into the trades. Kyle did say that is the case. Mike clarified if the College Now is not affected by the Trades as they can start the trades through 2 year colleges.

OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Scio High School

2024-25

Our Staff (rounded FTE)

- 15** Teachers
- 2** Educational assistants
- 2** Counseling/Psychological/Social Workers
- 84%** Average teacher retention rate over the past three years
- 79%** % of licensed teachers with more than 3 years of experience
- Yes** Same principal in the last 3 years

REGULAR ATTENDERS

Demographic	Percentage
American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	85%
Middle/Other	33%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	58%
Students Experiencing Poverty	47%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	52%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	55%
Male	61%
Non-Binary	<10 students or data unavailable

ON-TRACK TO GRADUATE

Demographic	Percentage
American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Middle/Other	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	94%
Students Experiencing Poverty	88%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	95%
Male	93%
Non-Binary	<10 students or data unavailable

ON-TIME GRADUATION

Demographic	Percentage
American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Middle/Other	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	86%
Students Experiencing Poverty	76%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	75%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	85%
Male	54%
Non-Binary	<10 students or data unavailable

About Our School

ADVANCED COURSEWORK

Our school offers several advanced courses. Most of these courses earn dual credit through Linn-Benton Community College. These courses include: English, Math, Science, English Language Arts, Computers in Agriculture, Animal Science, Crop in our Environment, Sustainable Energy, Environmental Science, Trigonometry, Differential Calculus, General Biology, Human Body, Basic Art, Welding, Education Practicum, Observatory, Culinary, Early Childhood Education, Agri-Stages, College Algebra, Food Service and Sanitation, 1 Spanish, Spanish Intermediate & Spanish 1-3. Our school also offers Spanish 1-3 and we send students to LBCCC for more college coursework through our PACE program.

CAREER & TECHNICAL EDUCATION

Our school offers many CTE opportunities for students. Our CTE areas include: Consumer Science, Agriculture, Science & Technology, Welding & Fabrication, Agriculture, Animal Science, Resources, Design & Applied Art, Woods, Apparel, Culinary, CTE courses students have the option of receiving dual credit and receive special recognition for their achievement. Courses include: AgriCare, Agriculture, Welding, Forestry, Woodshop, Small Engine Repair, Photography, 2020 Multimedia Art, Portfolio Development, & Robotics.

EXTRACURRICULAR ACTIVITIES

Our school offers several academic and extracurricular activities. Activities include: National Honors Society, Robotics, HOSA, Leadership, Art, Drama, Forensics, & FFA. Our school offers OSAA athletics: Football, Track & Field, Girls Basketball, Wrestling, Cross Country, Baseball, Softball, Track & Field, Cheer.

PARENT & COMMUNITY ENGAGEMENT

Our school engages our parents and community by hosting a variety of events including: Open House, Parent Teacher Conference, PTA, National Honors Society, Robotics, HOSA, Leadership, Art, Drama, Forensics, & FFA. Our school offers OSAA athletics: Football, Track & Field, Girls Basketball, Wrestling, Cross Country, Baseball, Softball, Track & Field, Cheer.

Data are suppressed to protect confidential student information. For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

OREGON AT-A-GLANCE SCHOOL PROFILE

Lourdes School

PRINCIPAL: Kary Allen | GRADES: K-8 | 39059 Jordan Rd, Scio 97374 | 503-394-3340

2024-25

Students We Serve

- 41** Student Enrollment

DEMOGRAPHICS

Demographic	Percentage
American Indian/Alaska Native	0%
Students	0%
Teachers	0%
Asian	0%
Students	0%
Teachers	0%
Black/African American	0%
Students	0%
Teachers	0%
Hispanic/Latino	0%
Students	0%
Teachers	0%
Middle/Other	0%
Students	0%
Teachers	0%
Native Hawaiian/Pacific Islander	0%
Students	0%
Teachers	0%
White	95%
Students	100%
Teachers	100%

Ever English Learners **1** Languages Spoken

68% 24% Students with Disabilities

1 Languages Spoken

68% 24% Students with Disabilities

School Environment

CLASS SIZE

Median class size: 14

Decrease from previous year: 1

Oregon average: 23

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days: 68%

Decrease from previous year: 8%

Oregon average: 67%

Academic Success

ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations: <10 students or data unavailable

Change not available

Oregon average: 43%

MATHEMATICS

Students meeting state grade-level expectations: <10 students or data unavailable

Change not available

Oregon average: 33%

SCIENCE

Students meeting state grade-level expectations: <10 students or data unavailable

Change not available

Oregon average: 29%

School Goals

The Oregon Department of Education is pleased to report that Lourdes School has made significant strides in each of the three areas of the state's three-year goals: Academic Excellence, Belonging & Wellness, and Accountability. CCE prioritizes the well-being of students and staff, ensuring a safe and supportive environment. CCE also emphasizes the importance of a personalized education, where students receive highly differentiated instruction in a small group setting based on their needs. Students are consistently pushed to higher levels and are given the opportunity to learn at their own pace. By providing responsive practices, including inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

State Goals

The Oregon Department of Education is pleased to report that Lourdes School has made significant strides in each of the three areas of the state's three-year goals: Academic Excellence, Belonging & Wellness, and Accountability. CCE prioritizes the well-being of students and staff, ensuring a safe and supportive environment. CCE also emphasizes the importance of a personalized education, where students receive highly differentiated instruction in a small group setting based on their needs. Students are consistently pushed to higher levels and are given the opportunity to learn at their own pace. By providing responsive practices, including inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

The goal of our discipline policy is to help students make responsible decisions and contribute to a safe and positive learning environment. We work to create a sense of belonging and safety for all students, and to provide opportunities for them to learn and grow. We believe that every student deserves to be safe and supported in their learning environment. We are committed to eliminating opportunity and achievement gaps for all students, and to providing a safe and welcoming environment for all students. By providing responsive practices, including inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

School Website: www.lourdes.k12.or.us/



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Lourdes School

2024-25

Outcomes

REGULAR ATTENDERS		ENGLISH LANGUAGE ARTS		MATHEMATICS	
American Indian/Alaska Native	<10 students or data unavailable				
Asian	<10 students or data unavailable				
Black/African American	<10 students or data unavailable				
Hispanic/Latino	<10 students or data unavailable				
Multiracial	<10 students or data unavailable				
Native Hawaiian/Pacific Islander	<10 students or data unavailable				
White	66%	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable	
Students Experiencing Poverty	<10 students or data unavailable				
Ever English Learner	<10 students or data unavailable				
Students with Disabilities	<10 students or data unavailable				
Migrant	<10 students or data unavailable				
Homeless	<10 students or data unavailable				
Students in Foster Care	<10 students or data unavailable				
Military Connected	<10 students or data unavailable				
Talented and Gifted	<10 students or data unavailable				
Female	78%	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable	
Male	58%	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable	
Non-Binary	<10 students or data unavailable				

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES		EXTRACURRICULAR ACTIVITIES		PARENT ENGAGEMENT		COMMUNITY ENGAGEMENT	
Behavioral Expectations:	Students are expected to be kind, safe, and responsible. Students may not only do what is right, but also what is safe for others.	We offer an aftercare program for grades K-2 from 2pm-3pm.	Students who attended more than 90% of their enrolled school days.	Parents are an integral part of our school community. Being a small school means we can truly engage our parents in our challenges, particularly in terms of funding and resources. This is why we rely heavily on parent volunteers. Parent volunteers are critical and make a significant difference in what we do. They help organize events, fundraising, as well as in the classroom. Parent contributions directly impact our ability to provide learning experiences for our children. We encourage all parents to get involved this year, whether through volunteering at events, joining committees, contributing to potlucks, or offering time and skills.	Lourdes Public Charter School is not just a place for education, but a home of our tight-knit community. Being a small school means we can truly engage our parents in our challenges, particularly in terms of funding and resources. This is why we rely heavily on parent volunteers. Parent volunteers are critical and make a significant difference in what we do. They help organize events, fundraising, as well as in the classroom. Parent contributions directly impact our ability to provide learning experiences for our children. We encourage all parents to get involved this year, whether through volunteering at events, joining committees, contributing to potlucks, or offering time and skills.		
Only appropriate play is expected to be shown during recess.	Respectful behavior with respect.	Respectful behavior with respect.	Decrease from previous year 6%	Decrease from previous year 7%	Decrease from previous year 7%		
Use or possession of tobacco, drugs, or alcohol.	Use or possession of tobacco, drugs, or alcohol.	Decrease from previous year 6%	Decrease from previous year 7%	Decrease from previous year 7%			
Use or possession of weapons, hardware, or devices against fellow students or school employees.	Use or possession of weapons, hardware, or devices against fellow students or school employees.	Decrease from previous year 6%	Decrease from previous year 7%	Decrease from previous year 7%			
Defiance of an authority figure.	Defiance of an authority figure.	Decrease from previous year 6%	Decrease from previous year 7%	Decrease from previous year 7%			
Use or display of profane or obscene language or gestures.	Use or display of profane or obscene language or gestures.	Decrease from previous year 6%	Decrease from previous year 7%	Decrease from previous year 7%			

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/accountability-measures.aspx



OREGON AT-A-GLANCE SCHOOL PROFILE

Willamette Connections Academy

2024-25

PRINCIPAL: Christine Andresen | **GRADES:** K-12 | 38776 NW Cherry St. Scio 97374 | 503-379-9498

Students We Serve

CLASS SIZE		REGULAR ATTENDERS		ON-TRACK TO GRADUATE	
Median size of classes in core subjects.	No change from previous year	Students who attended more than 90% of their enrolled school days.	Oregon average 23	Students earning one quarter of graduation credits in their 9th grade year.	Oregon average 87%
26	58%	66%	23	87%	

School Environment

ON-TIME GRADUATION		FIVE-YEAR COMPLETION		COLLEGE GOING	
Students earning a diploma within four years.	Students earning a diploma within five years.	Students earning a diploma within five years.	Oregon average 82%	Students enrolling in a two or four-year college within 12 months of completing high school in 2022-23.	Oregon average 55%
75%	78%	31%	82%	55%	

Academic Success

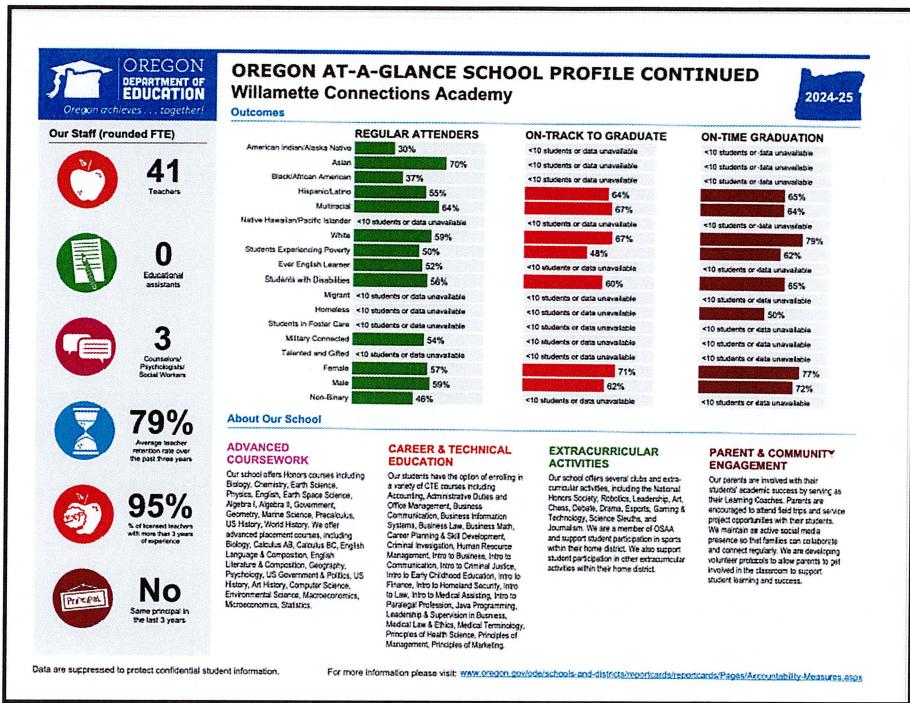
School Goals		State Goals		Safe & Welcoming Environment	
We empower students with the tools and experiences to create an individualized path to lifelong personal success through a culture that encourages growth, service, and exploration. We support individualized learning needs of individual students. We support this through quality professional growth opportunities in social-emotional learning, trauma-informed practice, equity, diversity, and inclusion, and teaching best practices. All three address literacy, math, and interpersonal and intrapersonal skills.	Our Oregon Department of Education is partnering with school districts and communities statewide to reach a 10% on-time graduation rate by 2026. As part of the Office of Academic Success, Business & Economic Development, ODE prioritizes evidence-based strategies that strengthen every learner, prepare them for college and career, and support them to successfully transition to postsecondary education. We are committed to advancing equity and inclusion for historically underserved students. By investing in culturally responsive teaching, creating inclusive school environments, and fostering a culture of continuous improvement we can help ensure every student thrives.	Our school strives to ensure all students and their parents feel welcome. We have an onboarding program specifically designed to guide students and families toward success. We provide a bank of resources to families through our Learning at Home page. We offer a variety of programs including regular fun activities including our Fall Festival, Winter Festival and Spring Fling. We also offer virtual and face-to-face field trips and service projects throughout the state of Oregon.			

School Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 10% on-time graduation rate by 2026. As part of the Office of Academic Success, Business & Economic Development, ODE prioritizes evidence-based strategies that strengthen every learner, prepare them for college and career, and support them to successfully transition to postsecondary education. We are committed to advancing equity and inclusion for historically underserved students. By investing in culturally responsive teaching, creating inclusive school environments, and fostering a culture of continuous improvement we can help ensure every student thrives.

State Goals

Our school strives to ensure all students and their parents feel welcome. We have an onboarding program specifically designed to guide students and families toward success. We provide a bank of resources to families through our Learning at Home page. We offer a variety of programs including regular fun activities including our Fall Festival, Winter Festival and Spring Fling. We also offer virtual and face-to-face field trips and service projects throughout the state of Oregon.



5.3 Out of State Travel:

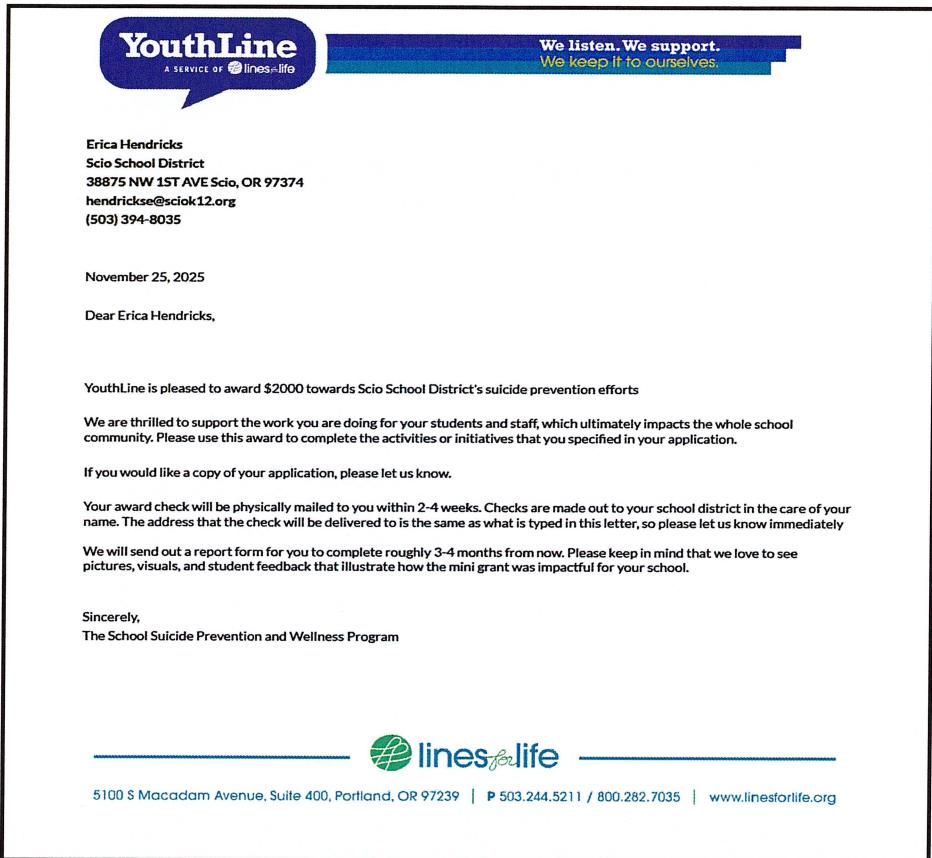
Kim Roth presented that the PBIS Training that is written into the ELP Grant will be in Spokane Washington this year and will need board approval for the out of state travel. PBIS (Positive Behavior Support) will be streamlining the elementary and middle schools this year. She asked for approval for Lindsay Alsup, Jacob Alburn, Erica Hendricks and Michelle Henderson to be able to attend.

Nicole Buganski made a motion of approve the out of state travel for the PBIS grant. Derryl James seconded the motion. Motion passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.4 School Suicide Prevention & Wellness Grant:

Kim Roth presented a \$2000 grant that Erica Hendricks wrote that helps prevent suicide in the community.



We just need the board know about the grant and to make a motion to accept the grant.

Nicole Buganski made a motion to accept the YouthLine grant. Hank McDonald seconded the motion. Motion passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.5 SIA- Student Success Act- Grant Agreement:

Kim Roth Presented this document at a presentation last month and you saw the power point presentation and the notes. They also wanted us to include in our board meeting a copy of the actual big long agreement with the signatures on it and to access the fund I also have to give you a recommendation to look at page 23 and these are our Longitudinal Growth Targets (LPGTs) and after looking at our school report card it goes along with it. There LPGTs that we developed over a year ago and were approved by the Oregon Department of Education. I just need to make sure you see those and see the three year plan and I will also need you to accept the LPGTs and the grant.

STATE OF OREGON GRANT AGREEMENT

"Student Success Act - Student Investment Account"

Grant No. 39297

This Grant Agreement ("Grant") is between the State of Oregon acting by and through its Department of Education ("Agency") and Scio SD 95 ("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 or behavioral health needs and to increase academic achievement, including reducing 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, 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:

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

4.2 Grantee's Grant Manager is:

Kimberlee Roth
38700 NW Alder
Scio, OR 97374
rothk@sciolok12.org

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

SECTION 5: PROJECT ACTIVITIES

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

SECTION 6: GRANT FUNDS

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

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$1,755,311.43
Less: 2025-27 Q1 projected amount made available under Agreement number [34482] (the "Prior Grant Agreement.")	July 1, 2025 – June 30, 2027	(\$221,413.73)
2025-26 Year 1 - Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$638,688.87
2026-27 Year 2 - Allocation - RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$895,208.83
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$229,778.21
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$1,763,675.91

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

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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.

Grant Funds include allocations for participating district-sponsored charter schools, as described in Exhibit A, Section 1: Charter School Participation.

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

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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;

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- 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

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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

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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

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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)

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.

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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 11/04/2025
Contracting Officer Date

Scio SD 95

By: Kimbenee Roth 11/25/2025
Authorized Signature Date
Kimbenee Roth Superintendent
Printed Name Title
9360001687
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson 11/04/2025 via email
Assistant Attorney General 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.

Charter School Participation

The Grantee's approved Integrated Plan includes outcomes and strategies and a two-year budget for Lourdes School, which is a district-sponsored charter school(s) participating under the Grantee's oversight during the 2025-27 biennium.

The Grantees allocation includes funding attributable to the ADMw of the participating charter school(s). The Grantee shall administer and distribute these funds to each charter school in accordance with the executed District Charter Program Agreement, established under the Integrated Guidance, and the requirements of ORS 327.185(4).

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.

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"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 (EIIS), 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.

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"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:

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- Increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

4. Expanding availability of and student participation in well-rounded learning experiences, which may include:

- Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
- Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
- Broadened curricular options at all grade levels, including access to:
- Art, music, and physical education classes;
- Science, technology, engineering and mathematics (STEM) education;
- Career and technical education, including career and technical student organization programs;
- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

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

SECTION IV - REPORTING REQUIREMENTS

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

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

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

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

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

SIA Grant Monitoring

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

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

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

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

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

SECTION V – DISBURSEMENT
Disbursement of Grant Funds

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

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

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

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

Allocation and Projections

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

EXHIBIT B
COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK
SCIO SD 95

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.

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

C. Profound Progress: Substantial and Significant Changes

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

SECTION II - FINALIZED CO-DEVELOPED LPGTS

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

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	90.0%	92.0%	94.0%
Stretch Target: All Students	93.0%	95.0%	>95%
Gap-Closing Target: All Focal Group Students	75.0%	79.0%	83.0%
Five Year Cohort Completion			
Baseline Target: All Students	84.7%	85.7%	86.7%
Stretch Target: All Students	87.7%	89.7%	91.7%
Gap-Closing Target: All Focal Group Students	82.0%	84.0%	86.0%
9th Grade on-Track			
Baseline Target: All Students	91.6%	93.6%	>95%
Stretch Target: All Students	92.0%	94.0%	>95%
Gap-Closing Target: All Focal Group Students	89.3%	91.8%	94.3%
3rd Grade ELA Proficiency			
Baseline Target: All Students	45.8%	48.8%	51.8%
Stretch Target: All Students	48.5%	52.0%	55.5%
Gap-Closing Target: All Focal Group Students	40.7%	45.2%	49.7%
Regular Attendees			
Baseline Target: All Students	68.1%	71.1%	75.1%
Stretch Target: All Students	71.5%	75.5%	79.5%
Gap-Closing Target: All Focal Group Students	55.4%	59.4%	64.4%

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SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

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

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

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

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

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

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

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

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contractor 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 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

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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 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.

Nicole Buganski made a motion to accept the ODE SIA –Act grant and also the LPGTs. Hank McDonald seconded the motion. Motion passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.6 OSBA Board Development Scholarship:

Kim Roth discussed the rural caucus offering a scholarship to school boards and Kim applied for the scholarship and we received the scholarship. Janet will be coming to our January 5th Work Session to work on board development including a board operating agreement and assessment.

Nicole Buganski made a motion to accept the Board Development Scholarship. Mike Ennis seconded the motion. Motion passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

**Centennial Elementary 503-394-3265 • Middle School 503-394-3271
High School 503-394-3276 • District Office 503-394-3261 • Fax 503-394-3920**

5.7 Board Policies: Second Reading

Kim Roth presented to the Board the following board policies:

5.7.1. GBL - Personnel Records

Nicole Buganski made a motion to adopt the above- board policy with noted changes by Kim. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.7.2. GBLA - Disclosure of Information-Delete

Nicole Buganski made a motion to delete the above- board policy. Hank McDonald Seconded the motion. Motion Passed

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.7.3. GCDA/GDDA - Criminal Records Checks/Fingerprinting-Delete

Derryl James made a motion to accept the deletion of the above-board policy. Mike Ennis seconded the motion. Motion Passed

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.7.4. GCDA/GDDA - Criminal Records Checks and Fingerprinting*

Mike Ennis made a motion to accept the above-board policy. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.7.5. GCDA/GDDA-AR - Criminal Records Checks/Fingerprinting-Delete

Derryl James makes a motion to accept the deletion of the above-board policy. Mike Ennis seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.7.6. IGBBA - Identification-Talented and Gifted Students**

Nicole Buganski made a motion to adopt the above- board policy. Hank McDonald seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.7.7. IGBHE - Expanded Options Program**

Nicole Buganski made a motion to adopt the above- board policy. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.7.8. IGDJ - Interscholastic Activities**-Proposed

Mike Ennis made a motion to accept the above- board policy. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.7.9. IIBGA - Electronic Communications System

Derryl James made a motion to accept the above-board policy. Mike Ennis seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.7.10. IIBGA-AR - Electronic Communications System

Mike Ennis made a motion to send the above – board policy to a third reading. Nicole Buganski seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.7.11. IK - Academic Achievement**

Nicole Buganski made a motion to accept the above- board policy. Hank McDonald seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.8. Board Policies: First Reading

5.8.1. EBBB- Injury or Illness Reports

Nicole Buganski made a motion to accept the above-board policy first and final. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.8.2 EBCA- Safety Threats- Proposed**

Nicole Buganski made a motion to accept the above-board policy first and final. Mike Ennis seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.8.3 JGAB- Use of Restraint or Seclusion

Nicole Buganski made a motion to move the above- board policy to a second reading. Mike Ennis seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.8.4 JGAB-AR- Use of Restraint or Seclusion

Nicole Buganski made a motion to move the above- board policy to a second reading. Mike Ennis seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.8.5 JHCD/JHCDA-AR- Medications Delete**

Derryl James made a motion to accept the deletion of the above- board policy. Nicole Buganski seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.8.6 JHCD- Medications- Proposed**

Nicole Buganski made a motion to accept the above- board policy first and final. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.8.7 JHCD/JHCDA-AR- Medications **Delete

Mike Ennis made a motion to delete the above- board policy. Derryl James seconded the motion. Motion passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.8.8 JHCD-AR- Medications Proposed**

Mike Ennis made a motion to accept the above- board policy first and final. Nicole Buganski seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

5.8.9 JHH- Student Suicide Prevention

Nicole Buganski made a motion to approve the above-board policy first and final. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Yes Buganski – Yes McDonald – Yes Nelson – Yes

6) Board Reports

6.1.5 Student Representatives

Honor Bagnall Report Below:

FFA:

They will be having their winter banquet on January 13th at 6PM at the ZCBJ Hall. They would love to have the board attend if they are available. In February they have a job interview and ritual contest. Also in February there is the LDE competition day where they compete in public speaking and parliamentary procedure.

Forestry:

The Forestry program has several upcoming activities. They will be attending an upcoming logging conference in February where they will learn about the forestry industry and take part in a relay event. In April students will take part in the fire school learning safety and hands on fire response. Students are also getting ready for upcoming career development events which help build technical skills, team work and career readiness.

Keltes James Report Below:

Leadership:

They are currently working on winter formal and winter spirit week. They are practicing the winter assembly currently. They are hoping to get the Logger Punch Cards ready by the end of this week.

They have decided on the winter formal theme and location. The clothing and apparel business is going well. They are going to be making a post where people can preorder things that they designed.

Art:

They are getting the Middle School and High School students to come down and help hang art for the Elementary program this Wednesday. It can only be done after the elementary school lunch and takes a lot to hang the 300 pieces of art up.

6.1 Superintendent's Report

Kimberlee Roth

Scio District Office Parking Lot-

Phase 1 of the district office parking lot project is now complete, with paving and sidewalk installation finished. The fencing is already in place and will be completed with breakaway clips and privacy slats. Jeanie Wooten has come up with the idea that the district office needs a flagpole. We will be looking for one with a light on top so that we do not need to take the flag down daily.

Scio Teacher Mentorship-

This month's mentoring focus is all about helping our new teachers finish the year strong. We're checking in on what's working, where students may need some reteaching, and how to keep routines steady as we head into winter break. There's also an emphasis on family communication and making sure everyone is set up for a smooth start in January.

COSA Law Conference-

Erica Hendricks, Lindsay Alsup, and I attended the 2025 Oregon School Law Conference in Eugene from December 3-5. We participated in sessions focused on employee discipline, special education requirements, student rights, investigations, and legal issues specific to small districts. The conference provided timely legal updates and clear guidance on current compliance expectations. We will use this information to help ensure our district remains proactive, aligned with best practices, and prepared for emerging legal challenges.

Wellness Grant:

Scio School District received a \$2,000 wellness grant from Lines for Life to support mental health awareness, suicide prevention, and trauma-informed education. Funding was used to purchase the community screening license for *My Ascension*, a film that promotes resilience, healing, and open conversations about mental health. The district will host a public screening event with facilitated discussion and resource sharing to strengthen community connection and support.

District and School State Report Cards: See section

Student Success Act (Student Investment Account) Grant

Enrollment

Enrollment	Budgeted	10/25	11/3	12/1	1/26	2/26	3/26	4/26	5/26	6/26
Centennial Elementary	X	285	283	283						
Scio Middle School	X	162	160	159						
Scio High School	X	225	222	223						
Scio School District	672	672	665	665						
Lourdes Charter School	38	30	29	29						
Willamette Connections Academy	1,507	1,326	1,358	1,377						
All Five Schools	2,217	2,028	2,052	2,071						

6.1.1 Financial Update- Move to 4.0

6.1.2 Centennial Elementary School

EDUCATION HIGHLIGHTS

- 11/21 - Family Thanksgiving Lunch
- 12/1 - 2nd Round CAFE Club started - adjusted groups
- 12/5 - Native American Song & Dance During Specials
- 12/10-12 - Gift Giving Fair
- 12/12 - Grinch Day
- 12/12 - Dec. SOARR Awards - Optimism

STUDENT LEADERSHIP HIGHLIGHTS

- Our Student Leadership team has been busy supporting school culture, events, and safety across campus.

- Supporting daily attendance check-ins and tracking Friday Spirit Day participation to strengthen schoolwide culture and routines
- Preparing to launch a new *Student Safety Committee* in January
- Creating posters and reader-board slides for Holiday Dress-Up Days & the Winter Concert

PROFESSIONAL DEVELOPMENT

- Dec 3-5 - Lindsay, Kim, and Erica attended the COSA Law Conference in Eugene

UPCOMING EVENTS

- Wed, Dec. 17 – Winter Music Program & Art Show
- Fri, Dec. 19 – Christmas Class Parties
- Dec. 22–Jan. 2 – NO SCHOOL (Winter Break)
- Mon, Jan. 5 – NO SCHOOL – Teacher Inservice
- Tues, Jan. 6 – School Resumes

6.1.3 Scio Middle School

Education Highlights

- **Student Leadership**
 - We're in the midst of our Spirit Week here at the Middle School!
- **Students of the Month:** Awarded to students who exhibit strong academic and behavior in the classroom and extracurricular. The Bucket Award goes to a student who we recognize is displaying effort and improvement.
 - 6th Grade: Ella Hartley
 - 7th Grade: Scarlett Rowe
 - 8th Grade: Colton Davis
 - Bucket Award: Easton Emmons
- **OMSI Field Trip** - 12/16 - Current 7th Graders in Science had an opportunity to experience OMSI for the day
- **Winter Activity Day** - 12/19 Students and Staff are continuing the tradition of our Winter Activity Day

Professional Development

- **Certified Inservice** - 11/25 - Went through several ENVoY (non-verbal classroom management) strategies

Athletic Update

- Winter Sports are winding down

6.1.4 Scio High School

School Highlights

- Our seniors visited ATI on 12/4/25 for career exploration and participated in mock job interviews led by ATI staff. We are working to set up additional future opportunities for students. (Provided from Collective Partnership)

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 High School 503-394-3276 • District Office 503-394-3261 • Fax 503-394-3920

- High School Food Drive: 12/1/25–12/12/25
- Winter Spirit Week: 12/15–12/19

Athletic Update

- Winter Sport Participation numbers:
 - Wrestling - Boys 20 - Girls 3
 - Girls Basketball 17 (2Teams)
 - Boys Basketball- 32 (3 Teams)
 - Cheer- 14
- Contests started 12/3/25
- OSAA Classification update (Scio stays at 3A PacWest. Conference to most likely change)

Student Representatives:

- Extra Curricular Reports

7) Board Comments/Information/Discussion Items

7.1 Board Comments:

Nicole Buganski gave a shout out to the leadership students that came to the elementary school to help with the holiday lunch. They did very well and were respectful.

Anber Nelson brought up that there is a conflict with February 18, 2026, school board suggested that we change to February 5th. Board changed back to the original date of February 19, 2026

Mike Ennis had a parent come to him regarding AI photos and videos. What are the policies that work with these issues. The board discussed with Kyle and Kim that there are no policies as of yet, but that they foresee OSBA coming out with some in the near future.

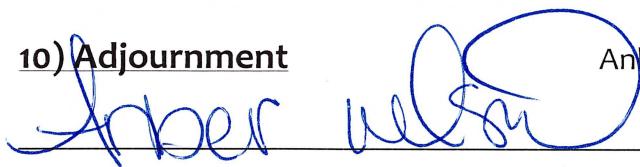
8) Announcements/Date of Importance

- 8.1 Next Regular Board Meeting, Thursday, January 15, 2025, at 6:00 p.m. at Scio Middle School Library
- 8.2. Winter Break – December 22- January 2, 2026
- 8.3. Teacher In-service Day, Tuesday, January 5, 2026

9) Executive Session per ORS 192.660

There will be no executive session this evening.

10) Adjournment



Anber Nelson adjourns the meeting at 8:04 p.m.

1-15-26

Presiding Chair

Date Board Approved



Board Secretary