

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
JUNE 13, 2019, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. AUDIENCE COMMENTS

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.

3. FISCAL YEAR 2019-20 BUDGET HEARING

Action: Approval Requested

- A. Audience Comments Regarding the Budget
- B. Approve May 23, 2019 Budget Meeting Minutes
- C. Resolution 1819-05 – Appropriations
- D. Resolution 1819-06 – Imposing and Categorizing the Tax

4. RESOLUTION 1819-07 APPROPRIATION TRANSFER

Action: Approval Requested

5. ASSISTANT SUPERINTENDENT CONTRACT

Action: Approval Requested

6. PROPOSED SOCIAL STUDIES CURRICULUM ADOPTION

Action: Approval Requested

7. CONSENT AGENDA

Action: Approval Requested

- A. May 9, 2019 Meeting Minutes
- B. Policies: First Reading

Code	Title
JEC	School Admission and Open Enrollment
JECB-AR(1)	Admission of Nonresident Students
JECB	Admission of Nonresident Students
JECF	Interdistrict Transfer of Resident Students
JECF-AR	Interdistrict Transfer of Resident Students
JFCF	Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence – Students (version 2)
JFCF-AR	Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence Complaint Procedures - Student
GBNA	Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

GBNA-AR	Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying Complaint Procedures – Staff
IKF	Graduation Requirements
IKF-AR	Graduation Requirements
LBE	Public Charter Schools
IGDJ	Interscholastic Activities
JECB-AR(3)	Application for Nonresident Student Admission – Open Enrollment (DELETE)

C. Policies: Second Reading

Code	Title
BBAA	Individual Board Member’s Authority and Responsibilities
ECACB	Unmanned Aircraft System (UAS) a.k.a. Drone
GBEBA	Staff - HIV, AIDS and HBV
GBH/JECAC	Staff/Student/Parent Relations
GCBDC/GDBDC	Domestic Violence, Harassment, Sexual Assault or Stalking Leave
JECAC/GBH	Staff/Student/Parent Relations

- 8. **SCHOOL BOARD 2019-20 MEETING SCHEDULE** **Action: Approval Requested**
- 9. **ALTERNATIVE EDUCATION PROGRAM UPDATE** **Action: Informational**
- 10. **CURRICULUM ASSESSMENT UPDATE** **Action: Informational**
- 11. **DEPARTMENT REPORTS** **Action: Informational**
 - A. Operations
 - B. Human Resources
 - C. Finance
- 12. **COMMUNICATION** **Action: Informational**
 - A. Board
 - B. Superintendent
- 13. **AUDIENCE COMMENTS**

The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for Audience Comments on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The language below discusses the Public Meetings Law and public participation in such meetings.

"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment.

"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings."

Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000.

14. ADJOURNMENT

Upcoming Board Meeting Dates:

July 11, 2019 Santiam Travel Station

**LEBANON COMMUNITY SCHOOL DISTRICT
BUDGET COMMITTEE MEETING
MAY 23, 2019, 6:00 PM**

Lebanon High School Library

1700 S. 5th Street, Lebanon, OR 97355

BUDGET COMMITTEE MEETING MINUTES

A meeting of the Lebanon Community School District Budget Committee was held on May 23, 2019. Those present included the following:

Sandi Cos, Committee Chair
Terry Deacon, Committee Vice Chair
Kris Latimer, Committee Member
Jeff Vandiver, Committee Member
Nick Brooks, Board Vice Chair
Richard Borden, Member
Tammy Schilling, Member
William Barish, Member

Bo Yates, Interim Superintendent
Jennifer Meckley, Human Resources and
Community Relations Director
William Lewis, Business Director

Tom Oliver, Board Chair, joined the meeting by conference call.

The meeting minutes were recorded by interim executive secretary, Ruth Hopkins.

1. Call to Order

Sandi Cox, Budget Committee Chair, was not present at the beginning of the meeting, therefore, Terry Deacon, Budget Committee Vice Chair, called the meeting to order at 6:00 PM.

2. Approval of May 16, 2019 Meeting Minutes

Upon motion made by Kris Latimer, duly seconded by Jeff Vandiver, the committee and board voted to unanimously to approve the May 16, 2019 Budget Committee Meeting Minutes as presented.

(Sandi Cox joined the meeting at 6:05)

3. Information and Discussion of Proposed 2019-20 Budget

William Lewis discussed the movement of the \$250,000 as requested at the May 16, 2019 budget meeting, and split it between the schools to decrease the proposed ending fund balance. He briefly discussed the budget from last week for Tammy Schilling and William Barish, who were not in attendance for the May 16, 2019 budget meeting.

4. Move for Final Budget Approval

Nick Brooks read Resolution 1819-4 into the record.

Upon motion made by Nick Brooks, duly seconded Richard Borden, the board voted unanimously to move the adoption of the 2019-20 Budget to the June 13, 2019 budget hearing for adoption.

6. Public Comment

No members of the audience requested the opportunity to address the Board.

7. Adjournment

There being no further business before the Board, the meeting was adjourned at 6:08 PM.

Sandi Cox, Budget Committee Chair

Bo Yates, Interim Superintendent

RESOLUTION #18-19 #4 ADOPTING THE 2019-2020 BUDGET

BE IT RESOLVED that the Board of the Lebanon Community School District #9 hereby adopts the budget for fiscal year 2019-2020 in the total amount of \$ 63,807,195

Date: May 23, 2019



Terry Deacon
Vice Chair, Budget Committee



Bo Yates
Interim Superintendent

BOARD MEMORANDUM



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: William H. Lewis III, Business Director

Date: June 06, 2019

Meeting Date: June 13, 2019

Re: Financial Report

Financial Report

The 2018-2019 Financial Board Report included in this packet reflects all revenues and expenditures for 2014-2017, and the budgeted, YTD expenditures, plus encumbered amounts for 2018-2019 as of 6/06/19.

Board Appropriations Resolution Request 2018-19 #5-

This resolution is required by Oregon Budget Law and allows the district to spend from the its appropriations in 2019-20.

Board Impose & Categorizing Tax Resolution Request #6-

This resolution is required by Oregon Budget Law and allows the district impose the appropriate tax rate to pay for its outstanding general obligation bonds.

Board Transfer Budget Appropriation Resolution Request #7-

This resolution is requested to keep us in compliance with local budget law on June 30, 2019. See resolution for additional information.

See attachment for additional information.

Attachment

2018-2019 All Funds Summary Report

All Funds

Fund	Description	14/15 Actual	15/16 Actual	16/17 Actual	16/17 EFB	17/18 Proj. Actual	17/18 Proj. EFB	18/19 Adopted Budget	6-06-19 Y-T-D	6-06-19 Encumb	6-06-19 Balance
100	General Fund	34,950,241	37,398,917	38,137,559	3,310,041	39,427,300	5,217,618	45,618,000	35,952,796	7,804,214	1,860,990
200	Grant Funds	2,591,884	2,353,551	2,861,683	2,002	2,862,000	2,000	5,200,500	2,867,962	735,795	1,596,743
205	Senate Bill 1149	185,000	-	-	170,452	-	255,000	335,000	147,713	-	187,287
212	Academic Achievement	-	-	-	18,650	-	18,650	28,650	-	-	28,650
230	Bus Replacement	100,735	-	633,327	175,006	454,000	34,000	345,000	118,784	-	226,216
232	Classroom Furniture	50,000	40,792	24,777	9,431	9,431	-	50,000	36,608	-	13,392
240	Textbook Adoption	18,550	759,564	112,367	192,207	215,100	27,000	450,000	2,996	-	447,004
272	Capital Improvments	284,536	156,950	152,300	190,750	115,000	330,000	700,000	186,766	3,596	509,638
274	Technology	124,500	495	397,112	345,261	430,000	200,000	400,000	148,666	6,798	244,536
277	Track and Turf Replacement	100,000	100,000	-	98,954	-	118,000	435,000	139,738	-	295,262
279	Student Activity	590,053	632,780	731,692	494,132	750,000	500,000	1,120,000	651,055	16,828	452,117
286	High School Athletics	445,055	453,152	547,517	72,194	575,000	30,000	638,000	539,192	38,643	60,165
292	CTE Local Fund	-	-	-	-	-	-	-	-	-	-
296	Nutrition Services	1,596,163	1,615,906	1,710,052	454,889	1,720,000	500,000	2,302,594	1,577,972	241,342	483,280
299	PERS Reserve	-	-	-	1,150,000	-	1,150,000	1,675,000	-	-	1,675,000
300	Debt Service	3,442,481	3,528,481	3,618,481	146,778	3,710,000	200,000	3,796,770	3,795,852	-	918
311	2011 Non-Bonded Debt	223,547	223,547	223,547	41,306	223,500	50,000	530,000	223,547	-	306,453
530	Vocational House Fund	-	-	60,415	19,585	65,000	43,000	580,000	104,125	1,508	474,367
601	Unemployment	37,539	10,646	46,123	74,507	50,000	135,000	160,000	55,577	-	104,423
	Grand Total	44,740,285	47,274,779	49,256,952	6,966,145	50,606,331	8,810,268	64,364,514	46,568,559	8,852,161	8,943,794
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2018-2019 General Fund Expenditure Report

Obj	Description	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Project	18/19 Budget	6-06-19 YTD	6-06-19 Encumb	6-06-19 Balance
111	Certified salaries	9,311,147	10,161,648	10,831,007	10,876,200	11,797,989	9,268,635	3,002,546	(473,192)
112	Classified salaries	4,164,521	4,545,055	4,757,666	5,009,800	5,639,806	4,572,921	1,051,509	15,376
113	Administrative salaries	1,464,907	1,648,330	1,614,127	1,599,200	1,742,336	1,580,862	200,100	(38,626)
114	Managerial - classified	94,714	178,755	187,797	187,800	261,983	236,498	12,573	12,912
116	Retirement stipends	76,123	51,134	35,621	17,400	10,709	16,266	3,637	(9,194)
119	Confidential salaries	125,785	84,504	131,698	159,800	166,575	146,621	13,117	6,837
121	Certified subs	373,350	432,293	446,157	448,400	472,543	43,366	-	429,177
122	Classified subs	148,818	155,004	150,074	186,200	172,297	42,523	-	129,774
123	Temp certified	62,030	73,949	133,971	185,300	143,000	126,796	28,461	(12,257)
124	Temp classified	982	-	-	16,000	16,000	19,135	-	(3,135)
127	Student helpers salaries	11,768	7,895	6,544	18,200	24,000	3,715	-	20,285
132	Compensation time	23,861	25,767	37,764	70,600	43,350	36,873	-	6,477
133	Extra duty	254,381	324,897	286,017	278,100	426,334	279,115	43,592	103,627
134	Classified extra hrs	142,975	185,048	192,566	186,200	208,000	175,934	-	32,066
135	Vacation Payoff	4,377	6,938	12,246	17,200	16,200	1,719	11,913	2,568
136	Mentor teacher pay	990	609	-	700	-	-	-	-
137	Personal Leave Payout	75	-	-	-	-	-	-	-
138	Department Head Extra Duty	2,159	1,613	1,556	900	4,000	788	-	3,212
140	Salary Settlements	-	-	-	250,000	-	-	-	-
142	Taxable Meal Reimbursement	436	903	1,503	1,600	1,400	1,706	-	(306)
	Total Salaries	16,263,399	17,884,343	18,826,313	19,509,600	21,146,522	16,553,473	4,367,448	225,601
									-
210	PERS	3,976,407	4,187,401	4,442,519	5,330,900	6,202,731	4,472,129	1,258,923	
220	Social Security	1,207,537	1,328,140	1,385,595	1,428,600	1,584,881	1,214,228	320,453	
231	Worker's Comp	136,822	173,370	196,943	239,000	294,128	195,876	38,894	
241	Employee Ins - Admin	177,948	212,862	208,912	215,200	259,617	218,783	20,644	
242	Employee Ins - Certified	2,307,416	2,328,554	2,370,817	2,550,200	2,767,204	2,122,338	708,141	
243	Employee Ins - Classified	1,874,827	2,137,321	2,102,847	2,173,500	2,585,539	1,898,361	507,807	
244	Employee Ins - Other	20,700	7,731	27,124	41,200	38,805	33,436	3,051	
245	Employee Ins - Retired	276,090	228,774	195,821	156,600	125,000	119,395	-	
247	TSA	42,912	40,991	22,082	21,700	25,200	6,600	600	
	Total Benefits	10,020,660	10,645,144	10,952,659	12,156,900	13,883,105	10,281,146	2,858,513	743,446
311	Instructional Services	152,856	157,581	110,051	123,100	164,000	99,889	15,000	49,111
312	Instr Prog Improve Service	43,468	36,748	39,424	47,000	52,000	33,042	-	18,958
319	Other Instr-Prof-Tech SVCS	21,870	9,745	23,110	18,800	20,000	11,205	-	8,795
322	Repairs & Maintenance	163,270	168,482	173,295	180,000	157,750	225,179	8,699	(76,128)
323	Radio Service	-	7,767	38,310	8,400	11,100	11,951	1,005	(1,856)
324	Rentals	135,308	104,777	102,560	110,800	128,725	106,859	2,140	19,726

2018-2019 General Fund Expenditure Report

325	Electricity	467,896	473,758	466,093	465,800	526,600	407,657	277,609	(158,666)
326	Fuel	177,759	187,899	223,740	190,700	234,600	164,827	41,053	28,720
327	Water & Sewer	139,255	121,239	150,725	134,100	161,600	108,054	-	53,546
328	Garbage	86,324	96,811	95,095	88,100	102,400	78,487	-	23,913
329	Other Property Services	13,001	19,246	34,726	12,100	20,000	10,550	-	9,450
330	Reimb. Student Transportation	6,950	-	1,589	2,200	5,200	4,658	-	542
340	Travel	114,592	140,225	178,985	133,400	165,646	98,271	17,668	49,707
343	Travel - Student - Out of Dist.	-	-	2,916	7,600	10,300	1,140	-	9,160
346	Meals/Transportation	104	48	99	-	200	153	-	47
348	Staff Tuition	49,577	44,768	71,830	87,500	47,000	85,565	1,595	(40,160)
351	Telephone	82,642	70,529	39,486	49,700	76,200	41,027	21,583	13,590
353	Postage	23,607	21,909	14,712	23,000	27,650	20,656	-	6,994
354	Advertising	4,416	3,551	1,087	1,200	4,300	1,540	-	2,760
355	Printing & Binding	68,861	48,223	51,996	13,200	31,400	12,186	-	19,214
360	Charter School Payments	2,064,403	1,961,788	1,866,943	1,973,800	2,046,000	2,159,564	-	(113,564)
371	Tuitions Payments to Other Dist.	40,570	29,701	29,536	-	-	-	-	-
373	Tuition Pay Private School	-	-	-	-	5,000	-	-	5,000
374	Other Tuition	605,954	625,503	162,192	140,000	192,500	184,486	-	8,014
381	Audit Services	27,650	25,150	27,700	20,200	30,000	21,150	-	8,850
382	Legal Services	2,028	5,288	11,261	50,000	35,000	22,747	-	12,253
384	Negotiation Services	5,934	13,784	8,590	6,500	10,000	-	-	10,000
386	Data Processing SVCS	59,787	76,794	75,380	78,900	89,600	56,002	-	33,598
388	Election Services	4,565	-	1,573	-	5,000	-	-	5,000
389	Other Non_instr Pro/Tech	515,889	539,114	292,488	337,300	395,600	435,606	21,189	(61,195)
391	Physical Exams - Drivers	2,380	3,168	4,193	3,800	4,400	3,787	500	113
392	Drug Tests Drivers	1,110	635	1,255	1,300	3,000	1,615	685	700
393	Child Care Services	22,000	22,000	22,000	9,400	30,000	-	-	30,000
394	Sub calling service	5,559	7,489	6,464	6,800	8,000	14,113	-	(6,113)
395	Classified subs	-	-	-	-	-	197,371	-	-
396	Criminal History checks	2,546	2,928	3,179	4,100	3,200	3,628	-	(428)
398	Fingerprinting	639	462	266	100	1,000	38	-	962
399	Classified subs	-	-	-	-	-	450,114	-	-
	Total P. Services	5,112,768	5,027,111	4,332,849	4,328,900	4,804,971	4,939,954	408,726	(543,709)
406	Gas Oil & Lubricants	152,805	103,868	115,426	165,000	190,500	152,596	50,908	(13,004)
410	Supplies & Materials	457,671	419,096	486,014	460,000	592,360	514,739	16,635	60,986
413	Vehicle repair parts	50,201	48,980	44,746	50,000	52,800	22,499	20,213	10,088
414	Transportation operations	5,674	6,060	8,776	9,000	6,000	26,572	8,955	(29,527)
420	Textbooks	240,685	131,379	83,687	103,000	182,700	60,229	-	122,471
430	Library Books	9,934	8,588	5,880	5,900	16,694	5,523	-	11,171
440	Periodicals	6,012	1,937	5,354	6,200	6,200	6,511	-	(311)
460	Equipment under 5K	125,632	212,514	184,119	357,800	179,224	144,202	6,930	28,092

2018-2019 General Fund Expenditure Report

470	Computer software	173,513	195,888	181,289	285,500	270,425	147,010	29,987	93,428
480	Computer hardware	255,516	252,444	221,873	136,600	173,364	146,449	-	26,915
	Total Supplies & Materials	1,477,643	1,380,753	1,337,164	1,579,000	1,670,267	1,226,330	133,628	310,309
540	Equipment	6,779	20,047	65,034	138,100	54,500	34,862	-	19,638
564	Bus Replacement	-	-	-	51,500	-	258	-	(258)
	Total Capital Outlay	6,779	20,047	65,034	189,600	54,500	35,120	0	19,380
621	Regular Interest	-	-	-	-	500	-	-	500
640	Dues & Fees	92,488	67,655	178,632	92,900	174,735	102,780	-	71,955
650	Insurance & Judgments	216,456	218,639	230,250	235,400	262,200	245,279	-	16,921
659	Settlements	-	-	34,000	-	-	-	-	-
670	Taxes & Licenses	49	-	-	-	200	-	-	200
	Total Other Objects	308,993	286,294	442,882	328,300	437,635	348,059	0	89,576
707	Transfer - Vocational House Fund	-	-	-	80,000	40,000	40,000	-	-
710	Transfer - Technology	175,000	200,000	225,000	-	100,000	100,000	-	-
711	Transfer - Classroom Furniture	50,000	50,000	25,000	-	50,000	50,000	-	-
712	Transfer - Textbook Adoption	350,000	350,000	300,000	50,000	400,000	400,000	-	-
713	Transfer - Capital Improvement	225,000	250,000	250,000	250,000	400,000	400,000	-	-
714	Transfer - Track and Turf Fund	110,000	110,000	10,000	10,000	85,000	85,000	-	-
715	Transfer - Athletic Fund	365,000	365,000	405,000	415,000	446,000	446,000	-	-
716	Transfer - Bus Replacement	250,000	250,000	250,000	250,000	300,000	300,000	-	-
717	Transfer - Unemploy Ins	25,000	15,000	25,000	95,000	25,000	25,000	-	-
718	PERS Reserve	150,000	500,000	500,000	-	525,000	525,000	-	-
719	Transfer - Food Service	50,000	65,225	90,656	50,000	100,000	100,000	-	-
730	Transfer - Debt Service	-	-	100,000	135,000	150,000	150,000	-	-
731	Transfer - Academic Achievemer	10,000	-	-	-	-	-	-	-
	Total Transfers	1,760,000	2,155,225	2,180,656	1,335,000	2,621,000	2,621,000	-	-
810	Reserve/Contingency	-	-	-	-	1,000,000	-	-	1,000,000
	Grand Total	34,950,241	37,398,917	38,137,559	39,427,300	45,618,000	36,005,082	7,768,315	1,844,603

2018-2019 General Fund Revenue Report

		14/15	15/16	16/17	17/18	18/19	6-06-19	6-06-19
		Actual	Actual	Actual	Project	Budget	YTD	Balance
SSF Formula								
1111,	Taxes	8,234,812	8,533,160	9,048,901	9,643,000	10,550,000	9,803,306	746,694
4801,4899	Federal Forest Fees	264,679	205,708	23,160	143,000	-	168,350	(168,350)
3103	Common School	409,884	492,013	502,314	410,900	419,000	218,541	200,459
3104	State Timber	405,152	181,382	137,286	170,000	150,000	167,048	(17,048)
3101/3199	School Support Fund	25,578,283	26,623,971	27,420,195	29,412,200	28,514,000	28,346,284	167,716
Adjustments to SSF Payments								
	Adj for Prior Year payments	48,134	(330,463)	261,223	251,000			-
	Adj for HC Disability Grant	33,286	76,394	129,474	29,700	-	439,748	(439,748)
	Total SSF Formula	34,974,231	35,782,164	37,522,552	40,059,800	39,633,000	39,143,277	489,723
								-
1510	Interest on Investments	62,596	91,245	156,492	270,000	100,000	330,158	(230,158)
1995	Third Party billing - Medicaid	25,179	45,178	102,447	95,000	80,000	66,368	13,632
2210	TMR	154,930	149,514	208,252	210,900	175,000	90,278	84,722
4300	JROTC reimbursement	64,220	66,034	73,726	69,900	65,000	35,236	29,764
Other								
1910	Rental Fees	27,828	10,474	9,114	81,000	10,000	3,626	6,374
1980	Fees Charged to Grants	-	800	-	8,100	30,000	-	30,000
1312, 1960, 1990,								
5300	Miscellaneous	282,468	202,944	213,437	294,400	300,000	195,328	104,672
1994	E-Rate reimbursement	68,721	82,910	76,847	68,000	80,000	-	80,000
5200	Interfund Transfer - Athletics	60,000	60,000	60,000	70,000	70,000	8,029	61,971
5400	Beginning Fund Balance	3,162,455	3,932,387	3,024,733	3,310,000	5,075,000	-	5,075,000
	Total	38,882,628	40,423,650	41,447,600	44,537,100	45,618,000	39,872,300	5,745,700
		=====	=====	=====	=====	=====	=====	=====

2018-2019 General Fund Summary Report

	14/15 Actual	15/16 Actual	16/17 Actual	17/18 Projected	18/19 Budget	6-06-19 YTD & Enc	6-06-19 Balance
General Fund - Revenue							
SSF Formula	34,892,810	36,036,233	37,131,855	39,779,100	39,633,000	39,143,277	489,723
SSF Adjustment	81,421	(254,069)	390,697	280,700	-	-	-
Interest	62,596	91,245	156,492	270,000	100,000	330,158	(230,158)
Third Party Billing	25,179	45,178	102,447	95,000	80,000	66,368	13,632
TMR	154,930	149,514	208,252	210,900	175,000	90,278	84,722
JROTC	64,220	66,034	73,726	69,900	65,000	35,236	29,764
Other	379,017	297,128	299,398	451,500	420,000	198,954	221,046
Interfund Transfer	60,000	60,000	60,000	70,000	70,000	8,029	61,971
BFB	3,162,455	3,932,387	3,024,733	3,310,000	5,075,000	-	5,075,000
Total	38,882,628	40,423,650	41,447,600	44,537,100	45,618,000	39,872,300	5,745,700
	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	16,263,399	17,884,343	18,826,313	19,509,600	21,146,522	20,920,921	225,601
Benefits	10,020,660	10,645,144	10,952,659	12,156,900	13,883,105	13,139,659	743,446
P. Services	5,112,768	5,027,111	4,332,849	4,328,900	4,804,971	5,348,680	(543,709)
Supplies	1,477,643	1,380,753	1,337,164	1,579,000	1,670,267	1,359,325	310,942
Capital Outlay	6,779	20,047	65,034	189,600	54,500	35,120	19,380
Other Objects	308,993	286,294	442,882	328,300	437,635	348,059	89,576
Transfers	1,760,000	2,155,225	2,180,656	1,335,000	2,621,000	2,621,000	-
Contingency	-	-	-	-	1,000,000	-	1,000,000
Total	34,950,241	37,398,917	38,137,559	39,427,300	45,618,000	43,772,764	1,845,236
	=====	=====	=====	=====	=====	=====	=====

FORM ED-1

NOTICE OF BUDGET HEARING

A public meeting of the Lebanon Community School District will be held on June 13, 2019 at 6:00 pm at Santiam Travel Station, 750 S. Third Street, Lebanon, Oregon 97355. The purpose of this meeting is to discuss the budget for the fiscal year beginning July 1, 2019 as approved by the Lebanon Community School District 9 Budget Committee. A summary of the budget is presented below. A copy of the budget may be inspected or obtained at 485 S. Fifth Street, Lebanon, Oregon 97355 between the hours of 8:00 a.m. and 4:00 p.m., or online at <http://lebanon.k12.or.us>. This budget is for an annual budget period. This budget was prepared on a basis of accounting that is the same as the preceding year.

Contact: William Lewis, Business Director

Telephone: 541-259-8945

Email: william.lewis@lebanon.k12.or.us

FINANCIAL SUMMARY - RESOURCES			
TOTAL OF ALL FUNDS	Actual Amount Last Year 2017-18	Adopted Budget This Year 2018-19	Approved Budget Next Year 2019-20
Beginning Fund Balance	\$6,773,193	\$8,865,650	6,608,049
Current Year Property Taxes, other than Local Option Taxes	12,320,582	14,116,770	14,563,240
Current Year Local Option Property Taxes	0	0	0
Other Revenue from Local Sources	2,070,524	2,115,327	2,096,650
Revenue from Intermediate Sources	425,000	425,000	165,000
Revenue from State Sources	28,797,500	30,092,000	32,899,500
Revenue from Federal Sources	6,411,440	5,458,767	5,062,756
Interfund Transfers	1,990,000	2,941,000	2,035,000
All Other Budget Resources	93,000	350,000	377,000
Total Resources	\$58,881,239	\$64,364,514	\$63,807,195

FINANCIAL SUMMARY - REQUIREMENTS BY OBJECT CLASSIFICATION			
Salaries	\$25,023,135	\$26,738,812	\$24,827,026
Other Associated Payroll Costs	13,869,922	14,572,513	16,457,190
Purchased Services	5,486,906	5,944,071	6,707,044
Supplies & Materials	4,638,660	5,865,313	4,016,841
Capital Outlay	1,357,900	524,500	524,500
Other Objects (except debt service & interfund transfers)	446,634	523,035	610,935
Debt Service*	3,934,630	4,020,818	4,117,035
Interfund Transfers*	1,990,000	2,941,000	2,185,000
Operating Contingency	2,133,452	3,234,452	100,000
Unappropriated Ending Fund Balance & Reserves	0	0	4,261,625
Total Requirements	\$58,881,239	\$64,364,514	\$63,807,195

FINANCIAL SUMMARY - REQUIREMENTS AND FULL-TIME EQUIVALENT EMPLOYEES (FTE) BY FUNCTION			
1000 Instruction	\$29,224,299	\$31,499,975	\$31,518,130
FTE	287	318	329
2000 Support Services	19,373,851	20,190,675	19,115,269
FTE	161	165	170
3000 Enterprise & Community Service	2,225,007	2,477,594	2,440,137
FTE	22	21	22
4000 Facility Acquisition & Construction	0	0	70,000
FTE	0	0	0
5000 Other Uses	0	0	0
5100 Debt Service*	4,026,082	4,327,270	4,117,035
5200 Interfund Transfers*	1,990,000	2,941,000	2,185,000
6000 Contingency	2,042,000	2,928,000	100,000
7000 Unappropriated Ending Fund Balance	0	0	4,261,625
Total Requirements	\$58,881,239	\$64,364,514	\$63,807,195
Total FTE	470	504	521

* not included in total 5000 Other Uses. To be appropriated separately from other 5000 expenditures.

STATEMENT OF CHANGES IN ACTIVITIES and SOURCES OF FINANCING **

PROPERTY TAX LEVIES			
	Rate or Amount Imposed	Rate or Amount Imposed	Rate or Amount Approved
Permanent Rate Levy (Rate Limit 4.9925 per \$1,000)	4.9925	4.9925	4.9925
Local Option Levy			
Levy For General Obligation Bonds	\$3,895,423	\$3,886,775	\$3,922,363

STATEMENT OF INDEBTEDNESS		
LONG TERM DEBT	Estimated Debt Outstanding on July 1	Estimated Debt Authorized, But Not Incurred on July 1
General Obligation Bonds	\$48,630,059	
Other Bonds	\$884,331	
Other Borrowings		
Total	\$49,514,390	

** If more space is needed to complete any section of this form, insert lines (rows) on this sheet. You may delete blank lines.

RESOLUTION #1819-05 MAKING APPROPRIATION FOR THE 2019-2020 BUDGET

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2019, and for the purposes shown below are hereby appropriated:

General Fund (100)

Instruction.....	\$ 26,910,980
Support Services.....	\$ 16,881,460
Enterprise & Community..	\$ -
Other:	
Interest.....	\$ -
Transfers.....	\$ 1,185,500
Contingency.....	\$ 100,000
Unappropriated Ending Fund Balance	\$ 1,650,000
Total.....	<u>\$ 46,727,940</u>

Debt Service (300's)

Debt Service.....	\$ 4,472,645
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Enterprise Fund (500's)

Instruction.....	\$ 360,000
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Internal Service (600's)

Support Services.....	\$ 175,000
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Special Revenue Funds (200's)

Instruction.....	\$ 4,375,150
Support Services.....	\$ 2,133,809
Enterprise & Community..	\$ 2,440,137
Facilities Acquist./Const..	\$ 70,000
Transfers.....	\$ 1,000,000
Contingency.....	\$ -
Unappropriated Ending Fund Balance	\$ 2,052,515
Total.....	<u>\$ 12,071,610</u>

Total Appropriations, All Funds \$ 60,104,680

Total Unappropriated and Reserve Amounts, All Funds \$ 3,702,515

TOTAL ADOPTED BUDGET \$ 63,807,195

Date: June 13, 2019

Tom Oliver
Chair, Board of Directors

Bo Yates
Superintendent

RESOLUTION #1819-06 IMPOSING & CATEGORIZING THE TAX

BE IT RESOLVED that the Board of the Lebanon Community School District #9 hereby imposes the taxes provided for in the adopted budget:

At the rate of 4.9925 per \$1,000 of assessed valued for operations;

In the amount of \$3,922,363 for bonds;

and that these taxes are hereby imposed and categorized for tax year 2018-2019 upon the assessed value of all taxable property within the district as follows:

Education Limitations	Excluded from Limitations
Permanent Rate Tax..... 4.9925 / \$1,000	
Debt Service Levy.....	\$ 3,922,363

Date: June 13, 2019

Tom Oliver
Chair, Board of Directors

Bo Yates
Interim Superintendent

BOARD RESOLUTION



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: William H. Lewis III, Business Director

Date: June 6, 2019

Meeting Date: June 13, 2019

Re: Transfer Budget Appropriation

Background

Oregon Local Budget Law requires districts to appropriate their funds by ODE function code categories.

1000 Instruction

2000 Support Services

3000 Enterprise & Community Services

4000 Facilities Acquisition and Construction

5000 Other Sources

6000 Contingency

If at any point during the year expenditures exceed the budgeted amount in these function code categories the district is in violation of local budget law. The district is currently projected to exceed the 1000 Instruction funds by approximately \$20,000 by June 30. This transfer resolution is a request to transfer funds from 2000 support service into 1000 instruction services. The requested amount is \$50,000. The additional \$30,000 is to cover any potential unforeseen adjustments that can come out of the final 2018-19 audit process.

The goal behind this transfer is to make sure we stay in compliance with local budget law.

Recommendation

I recommend the Board adopt the Resolution to transfer appropriations of \$50,000.00 from 100.2542.0210.000.000.000 to 100.1111.0111.000.000.000.

Resolution #1819- 7 Appropriation Transfer

Whereas: ORS 294.463 allows for transfer of appropriations within a fund when authorized by board resolution, and;

Be It Resolved: it is the desire of the School District to transfer from budget accounts: 100.2542.0210.000.000, \$50,000.00. Into account 100.1111.0111.000.000.000 \$50,000.

**Request for Approval to Postpone Selection and
 Use of Adopted Instructional Materials
 (OAR 581-022-1650, ORS 337.120)**

District Name: Lebanon Community School District

Address: 485 South 5th Street

City: Lebanon

Zip: 97355

ESD: Linn Benton Lincoln

ESD: Address 905 SE 4th Ave.

City: Albany

Zip: 97321

Contact Person Name Tami Volz Telephone Number 541-259-8932 Current Date May 29, 2019 Date approved by local school board June 13, 2019

1. Subject Social Studies Category _____ Grade Level K - 5

2. Reason for seeking postponement

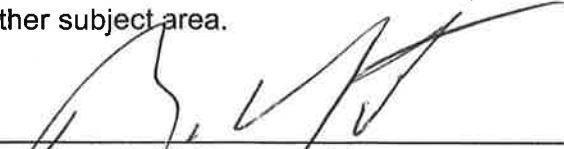
The State approved curriculum options do not meet our district needs for the Kindergarten - 5th grades. We will dedicate the 19-20 school year to research and evaluate other curriculum materials that meet the Oregon State 2018 standards and also align to our district goals and priorities.

3. Projected date for installing new materials August 2020 [Note: This date shall not be later than one year from the beginning of the school year following the state adoption. On this date new materials must be installed or an independent adoption notification sent to the Department of Education indicating what materials are being used.]

4. Identify materials to be used during the postponement (use reverse side for additional listings):

Title	Name of Publisher	Copyright Date
Scholastic News	Scholastic	2019
Get Oregonized	Oregon Ag in the Classroom	2016

Statement of Assurance: This postponement, causing an out-of cycle purchase, will not delay future purchases in other subject area.



 Signature of District Superintendent

Bo Yates

 Please Print Name

For Department Use Only

Approved Denied

Oregon Department of Education Representative

Date

2019-20 SOCIAL STUDIES CURRICULUM ADOPTION	
	Description (Curriculum Name)
LHS	Name of Curriculum
	US History--Lapensky-Werner
	World History/Geography--McGraw Hill--Current edition NOT on the approved adoption list
	Government--Magruder's American Government
	Supplemental Teacher Resource for all classes
Middle	Name of Curriculum
	National Geographic - 6th Grade
	McGraw Hill - 7th & 8th
	Supplemental Materials: Everything you need to ace World History and American History
K - 5	Name of Materials
	K - 5 Scholastic News
	Get "Oregonized" 4th Grade-
Supporting Tech	
	Chromecarts (4 for 7-Oak & 4 for LHS)
	Chromebooks (120 -7-Oak & 120 for LHS)

**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
May 9, 2019, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

The following individuals were present:

Tom Oliver, Chair

Nick Brooks, Vice Chair

Richard Borden, Member

Tammy Schilling, Member

Bo Yates, Interim Superintendent

Jennifer Meckley, Director of Human Resources
and Community Relations

Kim Grousbeck, Director of Classified and
Employee Relations

Mike Martin, Member, was absent

The meeting minutes were recorded by Interim Executive Secretary Ruth Hopkins.

1. WELCOME AND CALL TO ORDER

Chair Tom Oliver called the meeting to order at 6:00 PM.

2. AUDIENCE COMMENTS

Audience member Bonita Randklev addressed the board and introduced herself as the new president of the LEA. She indicated that she had a question on agenda item number seven, regarding the appropriation transfer.

Chair Oliver congratulated Randklev on her new position and said that Will Lewis would address that item when it came up on the agenda.

3. OPHELIA'S PLACE

Verna Wise Matthews presented the Powerpoint presentation for Ophelia's Place. She went over their mission statement and services that they offer in schools.

(Board Member Nick Brooks joined the meeting at 6:05 PM.)

Verna Wise Matthews shared about their impact on school climate, commitment to success and budget. Ophelia's Place is a nonprofit organization that is funded through fundraisers and grants. She shared what they would need to reach more students, which is strong school partners, community partners, interns and financial contributions.

Her co-presenter, Celeste Yager-Kandle, then shared what she did specifically in our school district, which is schedule and deliver the classroom presentations, facilitate girl empowerment groups and to be a resource for schools in whatever way they need. They work with schools to

help promote a more positive and safe school culture. She has provided services to Cascades and Lacombe Schools, as well as met with Hamilton Creek and Seven Oak to discuss what services they could provide. She is wanting to raise awareness of their services in the schools. Jennifer Meckley suggested they attend the Back to School events that will be hosted by the Welcome Center in August.

4. BOYS AND GIRLS CLUB – UPDATE ON 21ST CENTURY LEARNING CENTER

Kris Latimer provided a handout of her presentation on the Boys and Girls Club 21st Century Learning Center. She discussed the grant that they received last June that is funded federally through the Every Student Succeeds Act. It is a five-year grant that requires they work with the school district and community partners. The goals that they are focusing on are successful transitions between elementary, junior high and high school; increased academic performance; decreased behavior and absenteeism issues; increased family participation and support; and increased health and wellness. They currently have Warrior Excellence Centers that serves students at Pioneer, the Teen Center, Seven Oak and the high school.

She also shared information on the no-cost preschool that is housed at Pioneer School, which they are hoping to expand.

They have a CTE program that connects students and instructors with local industry, including mini job fairs and panels. They work to connect students with representatives in their career field of interest, showing them what career paths are available to them.

She also reviewed information on T3, which is Training Teens for Tomorrow and the Warrior Power Camp.

There were no questions.

5. ALTERNATIVE EDUCATION PROGRAM UPDATE

Rachel Cannon shared the alternative education update. District wide, the RTI paperwork has been aligned in the K-12 grades. For the 2019-20 school year, there will be behavior professional development offered for the certified and classified staff. This year there has been a lot of trauma training for district-wide professional development. Next year it will be taken further and the training will be through a trauma focused lens for working with behavior in the schools. She surveyed the staff, asking what training they would like more of, and the areas of interest for behavior professional development were managing student defiance, effective approaches for students who exhibit oppositional defiance disorder, how to manage destructive students and de-escalation strategies.

For summer school, all of our elementary schools will be hosting a summer school, as well as Seven Oak and the high school. There are currently over 200 students enrolled in the elementary programs. This program is paid out of Title funds. There are currently 20 employees who will staff the elementary program this summer.

For the Social Emotional Learning program, we have added more STEAM activities for the student. There have been 14 guitars that were donated and it has been a good enrichment for them to bring into the classroom. They have also been working on a ROV kit (remote operation vehicle) that has been teaching them soft skills like confidence and not giving up.

For tutoring, there has been a big need for mental health and they have been able to send staff for mental health first aid training, which has been helpful. They have added to the tutoring schedule that every student that is in tutoring is receiving social skills lessons with Robin Hermans at the district office.

T3 work opportunities have been good for the students. The alternative education programs has also added gardening with Paul Abbott and the students have responded really well to that as an addition to curriculum.

There has been a name change for the Teen Center. It has been changed to the Ralston Academy. It will be housed at the district office for the 2019-20 school year. The team has come up with a crest for the academy. The focus has been to move from online to direct instruction, as well as getting them ready for after high school with a focus on mentoring and internships and developing a post-graduation plan.

6. SUPERINTENDENT CONTRACT

The superintendent's proposed contract was presented for approval. Schilling asked why the 360 evaluation goal setting was dropped. Oliver said the intent was not to clutter up the contract, but was intended to be part of the goals moving forward.

There was a lengthy discussion around the wording in the contract regarding goals and performance.

Schilling said her understanding of the hierarchy was the board sets the goals and the superintendent meets them. She would have the wording changed in the contract to show clearer lines in the hierarchy. She felt the board should retain its authority and not give it away regarding the goals and she would borrow the wording from prior contracts.

There was more discussion around the language in the contract and the interpretation thereof.

It was agreed that the sentence in Section 10, subsection A, which states, "The parties will agree on the goals which the superintendent will be evaluated" be stricken from the contract. The last sentence should be changed to read, "The superintendent may provide input to the board, and the board shall reasonably consider said input."

Yates shared that he is more concerned about the process than the goals. He agreed to the new wording in the contract.

There was discussion about the current goals and priorities that were part of the continuous improvement plan. Yates indicated that we have already done a continuous improvement plan and that it had been submitted to the state. He felt that we needed to be aligned in everything that we are doing in the district.

Schilling also shared that the indemnification clause in Section 21 was a run-on sentence that she could not decipher. She asked that it be reworked. That was all she had.

Oliver asked if we wanted to approve the contract subject to the changes in Section 10 and the revision of Section 21 to read more clearly. Several board members said they were good with the contract with the amended changes.

Upon a motion made by Richard Borden, duly seconded by Nick Brooks, the motion passed unanimously to approve the superintendent's contract as amended, effective July 1, 2019.

7. RESOLUTION 1918-3 APPROPRIATION TRANSFER

William Lewis discussed the resolution to move money from the general fund into the athletic fund. It was a recommendation from the athletic director.

Borden asked for some clarification.

Yates shared that the funds were moved to cover work that was completed by athletic teams that included tutoring and the removal of old bleachers, which saved the district money.

Brooks asked if we would do this every time going forward. Lewis stated that he felt it was state law that required them to do this because we are crossing funds, so the district is required by resolution to do this.

There was a brief discussion about having something built into the budget in the future to handle this type of transfer so that it would not require a resolution.

Upon motion made by Nick Brooks, duly seconded by Richard Borden, the motion passed unanimously to approve Resolution 1819-3 as presented.

Finance Update:

William Lewis then proceeded to share the finance department update. He stated the first budget meeting will be on May 16, 2019 at the high school at 6:00 pm. The district is basing their budget on the governor's budget. He shared what the different budgets are and that he is watching that closely. Many of the new revenue pieces that are being discussed is not a blank check to the district. There are strings attached associated with student achievement.

He said that for the 2018-19 school year, we are rolling along. There are four pay periods left and he feels we will finish the fiscal year as expected.

8. CONSENT AGENDA

A. April 11, 2019 Meeting Minutes

The April 11, 2019 meeting minutes were presented for approval.

Upon motion made by Richard Borden, duly seconded by Nick Brooks, the motion passed unanimously to approve the April 11, 2019 meeting minutes as presented.

B. Hiring

Upon motion made by Richard Borden, duly seconded by Nick Brooks, the motion passed unanimously to approve hiring Jennifer Meckley for the position of assistant superintendent as of July 1, 2019.

C. First reading of policies

Meckley shared that the proposed OSBA changes to the policies were minimal changes just to clarify changes in law. She said the drone policy was a required change and the other ones were cleaning up language in the policies.

Upon motion made by Richard Borden, duly seconded by Nick Brooks, the First Reading on policies BBAA, ECACB, GBABA, GBH/JECAC, GCBDC/BDBDC and JECAC/GBH were unanimously approved and will proceed to Second Reading for final approval and adoption at the June 13, 2019 meeting.

10. DEPARTMENT REPORTS

A. Operations

Yates shared that the technology department has been working with the city for professional development to integrate our camera system with the City of Lebanon. Transportation is getting geared up for summer transportation for kids going to summer school. The facilities evaluation report is done and we are waiting to set up a meeting with the vendor.

Oliver asked if it would be ready for the June or July board meeting, and Yates said July.

Yates said food services is getting geared up for summer meals to feed students this summer.

B. Human Resources

Meckley shared that we were in hiring season, but that we are not hiring as many as we normally do. She has been able to fill the business position at the high school since Lily Edwards is retiring. May 28th is the retirement dessert. The classified job fair has been postponed until July or August, once we know what the budget will be and how many positions we will need to fill.

11. COMMUNICATION

A. Board

There was no communication shared from the board.

B. Superintendent

Yates shared the STAR performance tracking report that is included in the board packet. He shared what they were looking into to determine program effectiveness and that the data showed we were outperforming other districts. When you look at the SGP, we need to be above 50 percent. He said that anything in the 60s is exceptional. This is the same kind of metrics we were looking at and bringing to the board for growth data.

There was a discussion held around individual school growth and how data is broke down further.

Yates shared that the early release professional development was a part of this, and that they are working to see where improvements need to be made.

Yates indicated the last thing was that he was hoping to take the board and show them the brick house and the work that was done for the expansion. The building construction house was almost done as well and he would like to show them that. Oliver suggested that the board could do that before the June meeting.

13. AUDIENCE COMMENTS

Audience Member Tonya Everest from the ESD address the board and introduced herself as the superintendent of the ESD.

14. ADJOURNMENT

There being no further business before the board, the meeting adjourned at 8:08 PM.

Tom Oliver, Board Chair

Bo Yates, Interim Superintendent

OSBA June 2019 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommend Adoption? (Yes/No)
JEC	Admissions and Open Enrollment	Optional	Jen	Language revision to reflect sunset of Open Enrollment legislation.	Yes
JECB JECB-AR	Admission of Nonresident Students	Highly Recommended	Jen	Language revisions reflecting sunset of Open Enrollment legislation.	Yes
JECF JECF- AR	Inderdistrict Transfer of Resident Students	Optional	Jen	Language revisions reflecting sunset of Open Enrollment legislation.	Yes
JFCF JFCF-AR	Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence - Student	Required	Jen	The recommended edits are to better align the policy with statutory language and reflect gender neutral pronouns.	Yes
GBNA GBNA-AR	Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying - Staff	Highly Recommended	Jen	The recommended edits are to better align the policy with statutory language and reflect gender neutral pronouns.	Yes
LBE	Public Charter Schools	Highly Recommended	Jen	Language revisions are in response to HB 4036. Outlines charter school student participation in activities/sports.	Yes
IGDJ	Interscholastic Activities	Optional	Jen	Language revisions are in response to HB 4036. Outlines charter school student participation in activities/sports.	Yes
IKF IKF-AR	Graduation Requirements	Required	Jen	Recommended changes are to better align policy language with Oregon law on notification requirements to parents of students for modified diploma, extended diploma, or alternative certificate. Also, ELPA21 was not ready by March 2018 - so the Board removed the	Yes

				requirement for an additional year (Essential Skills requirement for English Language). Lastly, changes included will modify language that refers to issuance of a veterans' diploma.	

OSBA Model Sample Policy

Code: JEC

Adopted:

Admissions**

The Board is committed to providing an educational program for all students living in the district. The Board believes all students living in the district who have not completed 12 years of education should regularly attend a public full-time school and be included in the available educational programs.

A child is considered to be six years of age if the sixth birthday of the child occurred on or before September 1 immediately preceding the beginning of the current school term.

All new students must register in the office. Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance, and immunization.

Students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular and adequate nighttime residence or solely because the student is not under the supervision of a parent.

Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and they have not yet attained the age of 19 prior to the beginning of the current school year.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education ~~in order~~ to receive a high school diploma or a modified diploma.

Students who attend a district school on an interdistrict transfer or ~~open enrollment~~ were admitted prior to 2019 through open enrollment are considered residents of the district.

Students living in the district who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Students who are ~~wards of the court~~ in foster care and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)
[ORS 339.010](#)
[ORS 339.115](#)

[ORS 339.125](#)
[ORS 339.133](#)
[ORS 339.134](#)

[ORS 433.267](#)
[OAR 581-022-2220](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2012).

OSBA Model Sample Policy

Code: JECB-AR(1)

Revised/Reviewed:

Admission of Nonresident Students

By [January 15] of each year, the principals will establish an approximate number of nonresident students their respective buildings can accommodate for the following school year.

Nonresident students may **only** be admitted with tuition, with the exception of students who become “resident pupils” by one of the following methods:

1. By written consent of affected school boards (interdistrict transfer);
- ~~2. By written consent of the district board with which the student has made application for admission (open enrollment);~~
- ~~3.2.~~ A foreign exchange student attending a district school on a J-1 Visa; or
- ~~4.3.~~ A court ~~order~~ placement.

The amount of tuition will be established by [July 1] of each year. Each admitted tuition paying student will be charged the same amount of tuition.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

[A written appeal for a denied request may be made to the Board whose decision, based upon review, will be final.]

Consent for Admission of a Nonresident Student by Interdistrict Transfer

1. The Board shall establish~~es~~ the number of student transfer requests into the district, to which consent will be given for the upcoming school year, by [insert date set by the Board].
2. The application for admission must go through the [principal’s office], which will then submit the petition to the [superintendent’s office].
3. Admission [and annual renewal] must be approved by the superintendent.
4. Students receiving consent for admission may remain in the district [for the school year [YYYY-YYYY]] [until they finish the highest grade level in the school] [until graduation]¹. The student will

¹ The receiving district determines the length of time granted for a student of an interdistrict transfer by mutual agreement. The length of time determined by the receiving district must be applied the same for all students receiving consent by mutual agreement. The bracketed language represents only examples the district may consider. The district may insert whatever length of time they decide.

not need to seek permission more than once from the same district of origin, to transfer to this district.

Consent for Admission of a Tuition-Paying Student

1. The application for admission must go through the [principal's office], which will then submit the petition to the [superintendent's office].
2. Admission [and annual renewal] must be approved by the superintendent.
3. Admission of students paying tuition will result in a **mutual** tuition agreement between the parties and will be filed with the business office for billing and payment control.
4. The business manager shall prepare semester bills for all tuition paying students, and any student whose tuition remains unpaid [15] days after presentation of bills shall be excluded; the superintendent may grant additional time for payment should circumstances warrant it.
5. [Students receiving consent may remain in the district [for the school year [YYYY-YYYY]] [until they finish the highest grade level in the school] [until graduation]².]

~~Consent by the Nonresident District Board for which the Student has applied for Admission (Open Enrollment)~~

- ~~1. By March 1, the Board shall establish the number of students, if any, that will be given admission for the following school year under this process. Resident students will have first opportunity to request an intradistrict transfer prior to the placement of a nonresident student [to a specific school].~~
- ~~2. Nonresident students must make application no later than April 1, for admission in the following school year to the district they desire to attend. Applications must be submitted to the [district office].~~
- ~~3. If the number of applications exceeds the number of admissions to be given, an equitable lottery process will be used to determine admission. This lottery process may give priority to applicants who currently have siblings enrolled in the district. Priority cannot be given to a nonresident student over an intradistrict transfer request from a resident student. If the district determines that admission will not be given to any students under this process there is no district obligation to give admission to siblings.~~
- ~~4. Once the student has been given admission, the student is considered a resident for all educational programs and remains a resident of the district until the student:
 - ~~a. Graduates from high school;~~
 - ~~b. Is no longer required to be admitted to the school district under ORS 339.115; or~~
 - ~~c. Enrolls in a school in a different district.~~~~
- ~~5. By May 1, the district shall provide written notification of admission of a nonresident student into the district, to the district of the student's legal residence.~~

² Ibid. p. 1

OSBA Model Sample Policy

Code: JECB

Adopted:

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. Interdistrict Transfer Agreement. By written consent of the affected school boards, the student becomes a resident student of the attending district thereby allowing the attending district to receive State School Fund moneys;
- ~~2. Open Enrollment. By written consent from the school board with which the student has made application for admission, the student becomes a resident student of the attending district thereby allowing the attending district to receive State School Fund moneys;~~
- 3.2. Tuition Paying Student. By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;
- 4.3. Court Placement. If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board [will] [will not] [may, based on district criteria,] deny [regular school] [alternative education program] admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

Annually, by [insert date to be set by the Board¹], the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

~~The Board reserves the right to accept/reject nonresident students based upon the availability of space and resources.~~ The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

¹ [The district must annually make this determination by a date set by the Board. Insert the date set by the Board.]

The Board may ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (e.g., ~~sibling in the district; change in legal residence; completion of public charter school in the district~~ see the following paragraph for priorities), information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

~~Consent by the Nonresident District Board for which the Student has applied for Admission (Open Enrollment)~~

~~Annually, by March 1, the Board shall establish the number of students to whom consent will be given for the upcoming school year. The Board may choose to limit consent based on school, grade or the combination of both. The Board may decide not to give consent to any person under this process.~~

~~Applications for consent shall be submitted to the district no later than April 1, for the following school year.~~

~~The Board may not deny consent, give priority nor request student information related to race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an IEP or the terms of that IEP, income level, residence, proficiency in the English language, athletic ability, academic records or eligibility or participation in talented and gifted programs.~~

~~If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.~~

~~The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.~~

~~By May 1, the district shall provide written notification of admission of a nonresident student into the district, to the district of the student's legal residence.~~

END OF POLICY

Legal Reference(s):

~~[ORS 109.056](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 335.090](#)~~

[ORS 339.115 - 339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)
[ORS 343.221](#)

[ORS 433.267](#)
[OAR 581-021-0019](#)

OSBA Model Sample Policy

Code: JECF-AR
Revised/Reviewed:

Interdistrict Transfer of Resident Students

General Parent/Student Requests for Interdistrict Transfer (Requiring the consent of both districts)

The following procedure will govern consideration of a request by a student who resides within district boundaries and who is requesting district approval for a transfer to attend school in another district:

1. A parent will request the release of ~~his/her~~ their student by completing the appropriate district form;
2. The completed form must be submitted to the district office;
3. The Board chair, superintendent or designee will grant or deny the request for release according to established Board policy criteria and notify the parent in writing of ~~his/her~~ the decision within [15] calendar days;
4. If the release is granted by mutual consent of the resident and nonresident districts, the resident district will make necessary arrangements for the transfer of the student's education records;
5. [¹The superintendent's decision is final.] [²If the request for release is denied, parents will be notified in writing of the reason for denial and the right to appeal the decision to the Board by sending a written request to the superintendent or designee within [10] calendar days;]
6. [The Board [will] [may] hear the appeal at its [next] regularly scheduled Board meeting;]
7. [A final decision will be made by the Board within [20] calendar days following the Board hearing. The Board's decision will be communicated to the parent in writing.]

~~Requests for Admission of a Nonresident Student (Open Enrollment Requiring the consent of only the attending district)~~

~~A student who resides within district boundaries may make a request to attend school in another district that agrees to accept the student. The agreement will be by written consent of the attending district only whereby the student becomes a "resident student" of the attending district, allowing the attending district to receive State School Funding. The student who resides within the district must complete the application process in the district in which the student wishes to attend.~~

¹ [If the district's request for interdistrict transfer process ends with the superintendent's decision as final, use this language for #5 and delete the rest of the bracketed language in #5, and delete #6 and #7.]

² [If the district's request for interdistrict transfer process may be appealed to the Board after the superintendent's decision, use this language for #5 and keep #6 and #7; select bracketed language as appropriate.]

Safe Public School Choice Transfer Requests

In the event a district school is identified by the Oregon Department of Education (ODE) as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends, and there is not another school in the district for the student to transfer to, the district may develop an agreement with a neighboring district to accept transfer students. The development of such agreements is at the discretion of the district. ~~Transfer approval will be in accordance with established Board policy and administrative regulation.~~

Record Keeping

A file of all interdistrict transfer requests will be maintained at the district office.

OSBA Model Sample Policy

Code: JECF

Adopted:

Interdistrict Transfer of Resident Students**

Interdistrict Transfer

~~The district offers a variety of programs and services designed to meet the individual needs of its students. Nevertheless,~~ The Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student to another school district, the student or ~~his/her~~ their parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP) is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE).

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act (ESSA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year ~~or summer between school years~~, to complete the school year in the district if the student chooses to do so.

Open Enrollment

~~A student who resides within district boundaries may make a request to attend school in another district that agrees to accept the student. The agreement will be by written consent of the attending district only whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Funding. When the attending district approves the admission of the student, the attending district shall notify the district in which the student resides no later than May 1. The student or his/her parent(s) will be solely responsible for transportation to the attending/receiving district unless federal or state law requires transportation to be provided by the attending/receiving district. Students under the Individuals with Disabilities Education Act (IDEA) will become the primary responsibility of the attending district.~~

Safe Public School Choice Transfer Requests

An interdistrict transfer¹ may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

Homeless Student

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend ~~his/her~~ their school of origin² located out-of-district. The request will be considered based on the best interest of the student. The student may continue in ~~his/her~~ their school of origin for the duration of the student's homelessness. Transportation will³ be provided in accordance with law.

The superintendent is directed to establish procedures for the review of any student request to attend school in another district.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 332.107](#)
[ORS 335.090](#)

[ORS 339.115 - 339.133](#)
[ORS 339.141](#)
[ORS 339.147](#)
[ORS 339.155](#)
[ORS 339.250](#)

[ORS 343.221](#)
[ORS 433.267](#)
[OAR 581-021-0019](#)
[OAR 581-022-2220](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).
Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

¹ Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students if there is not another school in the district in which the student legally resides for the transferring student.

² "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

³ McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

OSBA Model Sample Policy

Code: JFCF-AR

Revised/Reviewed:

[Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Bullying, Cyberbullying, and or Teen Dating Violence Complaint Reporting Procedures – Student (Version 2)

The [employee position title(s)¹] [has] [have] responsibility for investigations concerning acts of [hazing,] harassment, intimidation or bullying,[menacing,] acts of cyberbullying, and incidents of teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the ~~complaint~~ report presented.

All ~~complaints~~ reports will be investigated in accordance with the following procedures:

Step 1 Any reports or information on acts of [hazing,]harassment, intimidation or bullying, [menacing,] acts of cyberbullying, ~~and or~~ incidents of teen dating violence information (e.g., complaints, rumors, ~~etc.~~) shall be presented to the [employee position title]. ~~Complaints~~ Reports against the principal shall be filed with the superintendent. ~~Complaints~~ Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The ~~district official~~ [employee position title] receiving the ~~complaint~~ report shall promptly investigate. Parents will be notified of the nature of any ~~complaint~~ report involving their student. The ~~district official~~ [employee position title] will arrange such meetings as may be necessary with all concerned parties within [five] working days after receipt of the information or ~~complaint~~ report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the ~~complaint~~ report will be reduced to writing. The ~~district official(s)~~ [employee position title] conducting the investigation shall notify the ~~complainant~~ person making the report within [10] working days of receipt of the information or report, and parents as appropriate, [in writing,] when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

[A copy of the notification letter or the date and details of notification to the ~~complainant~~ person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.]

Step 3 If the ~~complainant~~ person making the report is not satisfied with the decision at Step 2, ~~he/she~~ they may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the ~~complainant~~ person making the report and other affected

¹ Required by ORS 339.356(2)(g). Other bracketed language regarding hazing and menacing exceeds the requirements of ORS 339.356 and is under Board authority ORS 332.107.

parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the ~~complainant's~~ appeal within [10] working days.

[Step 4 If the ~~complainant~~ person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within [10] working days after receipt of the Step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the ~~complainant~~ person making the report shall be given an opportunity to present the ~~complaint~~ report. The Board shall provide a written decision to the ~~complainant~~ person making the report within [10] working days following completion of the hearing.]

~~Complaints~~ Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the ~~complaint~~ report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the [district counsel] [Board chair] on behalf of the Board. The [district counsel] [Board vice chair] shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

Documentation related to the incident may be maintained as a part of the student's education records. [Additionally, a copy of all reported acts of [hazing,]harassment, intimidation or bullying,[menacing,] ~~acts of~~ or cyberbullying, ~~and~~ or incidents of teen dating violence ~~complaints~~ and documentation will be maintained as a confidential file in the district office.]

OSBA Model Sample Policy

Code: JFCF
Adopted:

[Hazing,]Harassment, Intimidation, Bullying, [Menacing,]~~Bullying~~, Cyberbullying, Teen Dating Violence, ~~and or~~ Domestic Violence – Student** (Version 2)

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes (ORS) law.

[Hazing,] [h]arassment, intimidation or bullying[, menacing,] and acts of cyberbullying by students, staff, ~~and~~ or third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of [hazing,] harassment, intimidation or bullying, [menacing,] an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is ~~also~~ strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in ~~disciplinary action or other~~ consequences and appropriate ~~sanctions~~ remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for assaulting or menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment, or coercion against a district employee or another student.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The [principal] and the superintendent [are] [is] responsible for ensuring that this policy is implemented.

Definitions

“District” includes district facilities, district premises, and nondistrict property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where students are under the ~~control~~ jurisdiction of the district.

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[Hazing,]Harassment, Intimidation, Bullying, [Menacing,]~~Bullying~~,
Cyberbullying, Teen Dating Violence, ~~and or~~
Domestic Violence – Student** – JFCF

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

[“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment; (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other such activities intended to degrade or humiliate.] It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.]

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student ~~and may be based on, but not limited to, the protected class of the person.~~

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation¹, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

¹ “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

“Domestic violence” means abuse between family and/or household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully. ~~[Students and staff will refrain from using personal communication devices or district [property] equipment] to violate this policy.~~

“Retaliation” means any acts of, including but not limited to, [hazing,]harassment, intimidation or bullying,[menacing,] ~~teen dating violence, and acts of~~ or cyberbullying toward the victim, a person in response to an ~~student for~~ actually or apparently reporting of, or participating in the investigation of, [hazing,] harassment, intimidation or bullying,[menacing,] teen dating violence, ~~and~~ acts of cyberbullying, or retaliation.

[“Menacing” includes, ~~but is not limited to,~~ any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.]

Reporting

The [employee position title²] will take reports and conduct a prompt investigation of any reported ~~of an~~ acts of [hazing,] harassment, intimidation or bullying,[menacing,] ~~and acts of~~ cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report ~~his/her~~ concerns to the [employee position title] who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a ~~district vehicle or~~ vehicle used for ~~transporting students to a district activity~~ district-provided transportation shall immediately report the incident to the [employee position title]. Failure of an employee to report any act of [hazing,] harassment, intimidation or bullying,[menacing,] ~~or an act of~~ cyberbullying, or teen dating violence to the [employee position title] may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels ~~he/she has~~ they have been subjected to an act of [hazing,] harassment, intimidation or bullying,[menacing,] ~~is~~ or cyberbullying or feel they have been a victim of teen dating violence ~~or an act of cyberbullying~~ in violation of this policy, is encouraged to immediately report ~~his/her~~ concerns to the [employee position title] who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report ~~his/her~~ concerns to the [employee position title] ~~who has overall responsibility for all investigations. This~~ A report ~~made by a student or volunteer~~ may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

~~Complaints~~ Reports against the principal shall be filed with the superintendent. ~~Complaints~~ Reports against the superintendent shall be filed with the Board chair.

² [Required by ORS 339.356(2)(g). Other bracketed language regarding hazing and menacing exceeds the requirements of ORS 339.356 and is under Board authority ORS 332.107.]

The ~~complainant~~ person who makes the report shall be notified ~~of the findings of~~ when the investigation has been completed and, as appropriate, ~~that~~ the findings of the investigation and any remedial action that has been taken. The ~~complainant~~ person who made the report may request that the [superintendent] review the actions taken in the initial investigation, in accordance with [administrative regulations] [district complaint procedures].

Training and Education

The district shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, and acts of cyberbullying and this policy.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence, and acts of cyberbullying and this policy.

Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or ~~employee~~ staff handbook, school and district's website, and school and district office [and the development of administrative regulations, including reporting and investigative procedures]. [Complaint procedures, as established by the district, shall be followed.]

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ~~the~~ ODE.

END OF POLICY

Legal Reference(s):

[\[ORS 163.190\]](#)
[\[ORS 163.197\]](#)
[ORS 107.705](#)
[ORS 166.065](#)
[ORS 166.155 - 166.165](#)
[ORS 174.100\(7\)](#)

[ORS 332.072](#)
[ORS 332.107](#)
[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.254](#)
[ORS 339.351 - 339.366](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0055](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

OSBA Model Sample Policy

Code: GBNA-AR

Revised/Reviewed:

Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Complaint Reporting Procedures – Staff

The following definitions and procedures shall be used for reporting, investigating, and resolving ~~complaints~~ reports of hazing, harassment, intimidation, bullying, menacing, and ~~acts of~~ cyberbullying of staff or third parties.

Definitions

1. “Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.
2. “District” includes district facilities, district premises, and nondistrict property if the employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips, athletic events or where the employee is engaged in district business.
3. “Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a ~~student~~/staff member for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored work activity, work group or work assignment, ~~grade level attainment, (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student/staff); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; assignment of pranks to be performed or~~ other such activities intended to degrade or humiliate regardless of the person’s willingness to participate.
4. “Harassment” ~~includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature~~ is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), sexual orientation¹, national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.
5. “Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to

¹ “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

offensive physical contact or inflict serious physical injury on the perception of the other's race, color, religion, national origin, disability, or sexual orientation.

6. "Bullying" is a pattern of repeated mistreatment that harms, intimidates, undermines, offends, degrades, or humiliates an employee.
7. "Cyberbullying" means the use of any electronic communication device to [convey a message in any form (e.g., text, image, audio, or video) that intimidates, harasses, or otherwise harms, insults, or humiliates another in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying.] [harass, intimidate, or bully.] Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.
8. "Menacing" includes, but is not limited to, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Retaliation/False Charges

~~Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.~~

Complaint Reporting Procedures

The [principals and the] [superintendent] [have] [has] responsibility for investigations concerning reports of hazing, harassment, intimidation, bullying, menacing, ~~and acts of~~ or cyberbullying of staff or third parties. The investigator(s) shall be a neutral party having had no involvement in the ~~complaint~~ report presented.

Any employee or third party who has knowledge of conduct in violation of Board policy JFCF - [Hazing, Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence, or Domestic Violence – Student shall immediately report ~~his/her~~ concerns to the designated district official.

Any employee or third party who has knowledge of conduct in violation of Board policy GBNA – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff and this administrative regulation or feels ~~he/she has~~ they have been hazed, harassed, intimidated, bullied, cyberbullied, or menaced in violation of Board policy or this administrative regulation, [shall] [is encouraged to] immediately report ~~his/her~~ concerns to the designated district official.

~~Complaints~~ All reports and information will be promptly investigated in accordance with the following procedures:

- Step 1 Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, or ~~acts of~~ cyberbullying information (e.g., complaints, rumors, etc.) shall be presented to the [principal or superintendent]. ~~Complaints~~ Reports against the principal shall be filed with the superintendent. Information may be presented anonymously. ~~Complaints~~ Reports against the

superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The district official receiving the **complaint** report shall promptly investigate. Parents will be notified of the nature of any **complaint** report involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within [five] working days after receipt of the information or **complaint** report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the **complaint** report will be reduced to writing. The district official(s) conducting the investigation shall notify the **complainant** person making the report within [10] working days of receipt of the information or report, and parents as appropriate, [in writing,] when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

[A copy of the notification letter or the date and details of notification to the **complainant** person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.]

Step 3 If the **complainant** person making the report is not satisfied with the decision at Step 2, **he/she** they may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the **complainant** person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the **complainant's** appeal within [10] working days.

Step 4 If the **complainant** person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within [10] working days after receipt of the Step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the **complainant** person making the report shall be given an opportunity to present the **complaint** information or report. The Board shall provide a written decision to the **complainant** person making the report within [10] working days following completion of the hearing.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the [district counsel] [Board chair] on behalf of the Board. The [district counsel] [Board vice chair] shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the

investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Documentation related to the incident may be maintained as a part of the employee's personnel file. [Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, menacing, or acts of cyberbullying complaints and documentation will be maintained as a confidential file in the district office.]

~~Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board.~~

~~Complaints against the Board chair may be made directly to the [district counsel] [Board vice chair] on behalf of the Board.~~

OSBA Model Sample Policy

Code: GBNA
Adopted:

Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff

The Board is committed to providing a positive and productive learning and working environment.

Hazing, harassment, intimidation, bullying, menacing, and acts of cyberbullying of staff, ~~students~~ or third parties by staff, students, or third parties is strictly prohibited and shall not be tolerated in the district.

Retaliation against the victim, any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is ~~also~~ strictly prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a report or complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board. Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Individuals may also be referred to law enforcement officials. Licensed staff ~~will~~ may be reported to Teacher Standards and Practices Commission, ~~as provided by~~ if required by Oregon Administrative Rule (OAR) 584-020-0041.

The superintendent is directed to develop administrative regulations to implement this policy. Regulations shall include descriptions of prohibited conduct, reporting and investigative procedures, and provisions to ensure [annual] notice of this policy is provided to students, staff, and third parties.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)
[ORS 163.197](#)
[ORS 166.065](#)
[ORS 166.155 - 166.165](#)
[ORS 174.100](#)
[ORS 332.072](#)

[ORS 332.107](#)
[ORS 339.250](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.103 - 659A.143](#)

[ORS 659A.199 - 659A.224](#)
[OAR 839-003-0000](#)
[OAR 839-005-0021](#)
[OAR 839-005-0030](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).
Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. Seq. (2012).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2012); 29 C.F.R. Part 1626 (2018)
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2018); 28 C.F.R. Part 35 (2018).

HR~~6/12/14~~2/28/19 | PH

Hazing, Harassment, Intimidation, Bullying, Menacing,
or Cyberbullying – Staff – GBNA

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2012).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
OREGON BUREAU OF LABOR AND INDUSTRIES, *Workplace Bullying* (visited Feb. 26, 2019),
<<https://www.oregon.gov/boli/docs/WorkplaceBullyingPoster-2018.pdf>>.

OSBA Model Sample Policy

Code: IKF-AR

Adopted:

Graduation Requirements

Diploma

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

1. Four credits of English Language Arts (shall include the equivalent of one unit in written composition);
2. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of Reading, Writing, and Applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences outlined in the education plan.

[Essential Skills Appeal

The district will [establish an appeal process] [follow Board policy KL - Public Complaints] in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district

will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.]

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

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

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

1. Three credits in English Language Arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finances));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career-technology technical education, the arts or a world languages (units may be earned in any one or a combination).

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

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. ~~Modifications are changes to the achievement level, construct or measured outcome of an assessment.~~ Modifications include practices and procedures that compromise the intent of the

assessment though a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.

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

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

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

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

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

Extended Diploma

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits of mathematics;
 - b. Two credits of English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education;
 - g. One credit of the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers; ~~or~~
 - b. A medical condition that creates a barrier to achievement; ~~and/or~~
 - c. ~~Participating in an alternate assessment no later than grade six and lasting for two or more assessment cycles; or~~

d.c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. ~~Alternative certificates will be awarded based on individual student needs and achievement.~~

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

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹ and submitting the form to the district.

¹ www.ode.state.or.us: ~~or navigate to Teaching & Learning > Testing~~ Educator Resources > Student Assessment > ~~Smarter Balanced~~ Test administration > Forms > 2018-2019 30-day notice and opt-out form

OSBA Model Sample Policy

Code: IKF

Adopted:

Graduation Requirements**

(This policy requires an administrative regulation, see IKF-AR.)

(Version 2)

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if ~~he/she~~ the student is 18 years of age or older or emancipated.

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

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school².

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

Essential Skills

The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

¹ As defined in ORS 30.297.

² ~~For a high school diploma awarded on or after January 1, 2018.~~

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skills in English.

The district [will] [will not] allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student’s language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)³.

[⁴The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student’s language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student’s language of origin are scored by a qualified rater.]

The district may not deny a student, ~~who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements,~~ the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

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

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

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student’s parent or guardian or a student who is emancipated or has reached the age of 18 must provide written

³ This criteria does not apply to students seeking a diploma in 2017-2018 or 2018-2019.

⁴ [This paragraph is required if the district allows ELL students to demonstrate proficiency in Essential Skill of Apply Mathematics and other courses.]

consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

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

A student who receives an **modified diploma**, extended diploma or an alternative certificate shall have access to ~~individually designed~~ instructional hours, hours of transition services and hours of other services that are designed to meet unique needs of the student and when added together provide a total number of hours of instruction or services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, ~~as determined by the individualized education program (IEP) team.~~

~~A student who has received a modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.~~

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

Eligible students with disabilities are entitled to a **F**ree **A**ppropriate **P**ublic **E**ducation (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

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

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

The district may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, ~~upon request and~~ pursuant to Oregon law (ORS 332.114), to a ~~person or a representative of a deceased person who served in the U.S. Armed Forces⁵ and the person was discharged or released under honorable conditions~~ veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.045	ORS 343.295	OAR 581-022-2020
ORS 329.451		OAR 581-022-2025
ORS 329.479	OAR 581-022-1910	OAR 581-022-2030
ORS 332.107	OAR 581-021-0009	OAR 581-022-2115
ORS 332.114	OAR 581-022-2000	OAR 581-022-2120
ORS 339.115	OAR 581-022-2010	OAR 581-022-2505
ORS 339.505	OAR 581-022-2015	

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (~~2017-18~~).

Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (~~JANUARY 22, 2018~~).

OREGON DEPARTMENT OF EDUCATION Executive Numbered Memo 003-2015-16.

⁵The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
 - a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

OSBA Model Sample Policy

Code: LBE

Adopted:

Public Charter Schools**

The district recognizes that public charter schools offer an opportunity to create new, innovative and more flexible ways of educating students in an atmosphere of learning experiences based on current research and development. Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a **nonsectarian nonpublic sectarian** school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon [Revised Statutes law](#), [Oregon Administrative Rules](#), Board policy, and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

[Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available.¹ Students must adhere to state law, Board policies, regulations, and rules concerning conduct and discipline.] [Public charter school students shall not be permitted to participate in district curricular programs.²]

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met .

The district [will] [will not] provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The public charter school employer will be determined with each proposal. If the ~~Board~~ district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the ~~Board~~ district is not the sponsor of the public charter school, ~~it~~ the district shall not be the employer and will not collectively bargain with public charter school employees.

The district will [annually [by October 1]] [semiannually [by October 1 and April 1]] [by [December 1]]³, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is more than three percent, the district may choose to not approve additional students for enrollment to any virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

¹ This does not apply to the Oregon law related to OSAA-sanctioned activity participation.

² Unless allowed by Oregon law related to OSAA-sanctioned activity participation.

³ [Per OAR 581-026-0305(7)(a) the district must choose annual, semi-annual, or other date used for calculation; dates are provided as a recommendation only.]

The superintendent will develop administrative regulations for public charter schools to include the proposal process, review, and appeal procedures, and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

[ORS Chapter 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[ORS 339.460](#)

[OAR 581-026-0005 - 0515](#)

[OAR 581-026-0700](#)

[OAR 581-026-0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

OSBA Model Sample Policy

Code: IGDJ

Adopted:

Interscholastic Activities

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants, and others associated with the district's high school activities programs and events¹ shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for ~~its~~ their actions.

The district shall allow homeschooled students that reside in the district and students attending a public charter school that reside in the district to participate in available interscholastic activities ~~in compliance with state~~ when the requirements found in Oregon law are met.

Interscholastic activities when provided by ~~the district will~~ ~~provide interscholastic activities for students in compliance~~ comply with Title IX [and other nondiscrimination laws].

District employees, students, parents, alumni, and activity volunteers are prohibited from ~~making contact or otherwise causing contact to be made with a student for purposes of suggesting or encouraging the student and/or family to maintain or change residency for activities~~ inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have ~~been certified through the National Federation of High School Coaches Certification program~~ all required certifications prior to assuming ~~coaching~~ their duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activities advisors under ~~his/her~~ their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA [will] [may] be subject to discipline, up to and including, dismissal. A student in violation of the OSAA rules and regulations will be subject to discipline, up to and including, dismissal from ~~his/her~~ an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of the OSAA rules and regulations shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

¹ This applies to only OSAA-sanctioned activities and events.

Employees, volunteers, or students in violation of OSAA rules and/or regulations [will] [may] be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 - 0049](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).
OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

OSBA Model Sample Policy

Code: JECB-AR(3)
Revised/Reviewed:

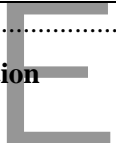


Application for Nonresident Student Admission – Open Enrollment (Consent by Nonresident District only)

For Office Use Only

School Year _____ Student ID# _____

Student Information



Legal Last Name _____ Legal First Name _____ Legal Middle Name _____

Mailing Address _____

City _____ State _____ Zip _____

Date of Birth _____ (MM/DD/YY) Requested Student Grade Level _____

Primary Phone of Parent/Guardian _____ Secondary Phone _____

Email Address _____

Parent/Guardian Name (person in parental relationship) _____

Is the student currently under expulsion? Yes No

If yes, what was the reason? _____

[Is there a sibling of this applicant currently attending in this district? Yes No

If yes, name of sibling and school attending: _____]

If my child is admitted, I hereby authorize the release of the student educational records to _____
_____ (name of district) and certify that I am the parent or guardian in legal custody of the student.

Signature of Parent/Guardian _____ Date _____

For Office Use Only

Final Action of Nonresident District: Approved Denied Lottery Number _____

Reason for denial or comments: _____

Signature/Designee _____ Date _____

OSBA Model Sample Policy

Code: BBAA

Adopted:

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of his/her position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member must clearly identify the opinions as ~~his/her~~ their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Requests for legal opinions by a Board member must be approved by a majority vote of the Board. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy [Board policy KL – Public Complaints]. Such information will be conveyed to the superintendent.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)

[ORS 332.057](#)

[ORS 332.055](#)

[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

OSBA Model Sample Policy

Code: ECACB

Adopted:

Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee, volunteer, or representative of the district operating an ~~district~~ unmanned aircraft system shall do so in accordance with this policy and all applicable Federal Aviation Administration (FAA) and Oregon Department of Aviation (ODA) regulations.

An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics and airplane design and construction, which can also serve as an academic tool in other areas such as television, film production, or the arts in general. Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may ~~assist~~ provide limited assistance to a student ~~in their operation of the~~ operating a UAS, provided the ~~assistance is needed as part of the curriculum and assistance is to a student enrolled in the course~~ student maintains operational control of the model aircraft such that the staff member’s manipulation of the model aircraft’s controls is incidental and secondary to the student’s. The staff member’s ~~de minimis~~ participation must be limited to the student’s operation of the UAS ~~as part of the course~~.

District employees shall work with administrators to ensure that proper insurance, registration ~~with both FAA and ODA, reporting to ODA,~~ and authorization are in place prior to adoption of curriculum that allows operation of a UAS ~~as part of the curriculum~~.

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)¹ at OSAA sanctioned events. ~~Use of a UAS at other district-sponsored athletics or activities is prohibited.~~

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures for the implementation of this policy.

¹ [#8587](http://www.osaa.org/governance/handbooks/osaa)

The district shall post a copy of this policy, associated procedures, and a copy of Oregon Revised Statute (ORS) 192.345 on the district's website.

[Third Party Use

Third party use of a UAS on district property or at district-sponsored events for any purpose is prohibited, unless granted permission from the [superintendent or designee].

If permission is granted by the [superintendent or designee], the third party operating a UAS will comply with all FAA and ODA regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. Appropriate registration and authorization issued by the FAA and the Oregon Department of Aviation-ODA when required; and
3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.]

END OF POLICY

Legal Reference(s):

[ORS 164.885](#)

[ORS 174.109](#)

[ORS 192.345](#)

[ORS 837.300 - 837.390](#)

[ORS 837.995](#)

[OAR 738-080-0015 - 0045](#)

Federal Aviation Administration Modernization and Reform Act of 2012, P.L. 112-95 § 336 (2012).

Federal Aviation Administration, Educational Use of Unmanned Aircraft Systems (UAS) Memorandum, May 4, 2016.

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK #8587.

OSBA Model Sample Policy

Code: GBEBA
Adopted:

Staff - HIV, AIDS, and HBV

The district will strictly adhere in its policies and procedures, to ~~the Oregon Revised Statutes~~ law and Oregon Administrative Rules as they relate to staff infected with HIV, AIDS, or HBV¹.

The district recognizes a staff member has no obligation under any circumstance to report ~~his/her~~ condition to the district, and the staff member has a right to continue working. If the staff member reports ~~his/her~~ condition to the district, strict adherence to written guidelines outlined by the staff member shall be followed. These guidelines shall identify who may have the information, who will give the information, how the information will be given, and where and when the information will be given. All such information will be held in confidence in accordance with Oregon Revised Statutes law.

~~When informed of the infection, and with written, signed permission from the staff member, the district will develop procedures for formulating an evaluation team. The team shall address the nature, duration and severity of risk as well as any modification of activities. The team shall continue to monitor the staff member's condition.~~

Accommodations for a staff member infected with HIV, AIDS, or HBV shall be the same as with any other illness.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 342.850\(78\)](#)

[ORS 433.008](#)

[ORS 433.045](#)

[ORS 433.260](#)

[OAR 333-017-0000](#)

[OAR 333-018-0000](#)

[OAR 333-018-0005](#)

[OAR 581-022-2220](#)

¹ HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

OSBA Model Sample Policy

Code: GBH/JECAC
Adopted:

Staff/Student/Parent Relations**

The Board encourages parents to be involved in their student's school educational activities and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order or parental plan that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

~~Unless provided by court order or a parental plan, a student shall not be released to the noncustodial parent nor shall the noncustodial parent be granted visitation or phone access during the school day.~~

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. ~~The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.~~

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

[ORS 107.101](#)
[ORS 107.102](#)

[ORS 107.106](#)
[ORS 107.154](#)

[ORS 109.056](#)
[ORS 163.245 - 163.257](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

OSBA Model Sample Policy

Code: GCBDC/GDBDC

Adopted:

Domestic Violence, Harassment, Sexual Assault, or Stalking Leave

(For employers who employ six or more employees)

Definitions

1. “Covered employer” means an employer who employs six or more individuals in the state of Oregon for each working day through each of 20 or more calendar workweeks in the year in which the eligible employee takes leave to address domestic violence, harassment, sexual assault or stalking, or in the year immediately preceding the year in which an eligible employee takes leave for domestic violence, harassment, sexual assault or stalking.
2. “Eligible employee” means an employee who is a victim of domestic violence, harassment, sexual assault or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault or stalking.
3. “Protective order” means an order authorized by Oregon Revised Statute (ORS) 30.866, 107.095(1)(c), 107.700 - 107.735, 124.005 - 124.040 or 163.730 - 163.750 or any other order that restrains an individual from contact with an eligible employee or the employee’s minor child or dependent.
4. “Victim of domestic violence” means an individual who has been a victim of abuse as defined by ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
5. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065 and any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
6. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.467 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
7. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; or an individual designated as a victim of stalking by rule adopted under ORS 695A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
8. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault or stalking.

A district (covered employer) shall allow an (eligible) employee to take reasonable leave for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to or harassment or stalking of the eligible employee or the employee's minor child or dependent;
3. To obtain or assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, or stalking;
4. To obtain services from a victim services provider for the eligible employee or the employee's minor child or dependent;
5. To relocate or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

The district may limit the amount of leave, if the employee's leave creates an undue hardship on the district.

The district shall not deny leave to an employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regards to promotion, compensation or other terms, conditions or privileges of employment as a result of taking such leave.

The employee shall give the district reasonable advanced notice of the employee's intent to take leave unless giving advance notice is not feasible.

The district may require the employee to provide certification that:

1. The employee or minor child or dependent is a victim of domestic violence, harassment, sexual assault, or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

Sufficient certification includes:

1. A copy of a report from law enforcement indicating the employee or child or dependent was a victim of domestic violence, harassment, sexual assault, or stalking.
2. A copy of a protective order or other evidence from a court, administrative agency, or attorney that the employee appeared in or was preparing for a civil, criminal or administrative proceeding related to domestic violence, harassment, sexual assault, or stalking.

3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy or a victim services provider that the employee, employee's child or dependent was undergoing counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault, or stalking.

All records and information kept by the district regarding the employee's leave, including the request or obtaining of leave is confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

[The employee may use ~~all paid~~ accrued paid leave, including personal, sick, ~~and~~ or accrued vacation leave.] [The ~~employee~~ employer may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with Board policies and/or any collective bargaining agreement.]

END OF POLICY

Legal Reference(s):

[ORS 192.355\(38\)](#)

[ORS 659A.270 - 659A.290](#)

OSBA Model Sample Policy

Code: JECAC/GBH
Adopted:

Staff/Student/Parent Relations**

The Board encourages parents to be involved in their student's school educational activities and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order or parental plan that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

~~Unless provided by court order or a parental plan, a student shall not be released to the noncustodial parent, nor shall the noncustodial parent be granted visitation or phone access during the school day.~~

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. ~~The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.~~

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

[ORS 107.101](#)
[ORS 107.102](#)

[ORS 107.106](#)
[ORS 107.154](#)

[ORS 109.056](#)
[ORS 163.245 - 163.257](#)

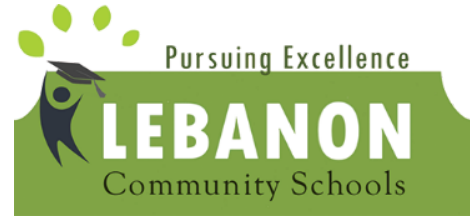
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

2019-20 School Board Meeting Dates

Date	Time	Meeting Type	Location
July 11, 2019	6:00 PM	Regular Meeting	Santiam Travel Station, 750 3 rd Street
August 8, 2019	6:00 PM	Regular Meeting	Santiam Travel Station, 750 3 rd Street
September 12, 2019	6:00 PM	Regular Meeting	Santiam Travel Station, 750 3 rd Street
October 10, 2019	6:00 PM	Regular Meeting	Santiam Travel Station, 750 3 rd Street
November 14, 2019	6:00 PM	Regular Meeting	Santiam Travel Station, 750 3 rd Street
December 12, 2019	6:00 PM	Regular Meeting	Santiam Travel Station, 750 3 rd Street
January 9, 2020	5:00 PM 6:00 PM	Budget Meeting Regular Meeting	Santiam Travel Station, 750 3 rd Street
February 13, 2020	6:00 PM	Regular Meeting	Santiam Travel Station, 750 3 rd Street
March 12, 2020	5:00 PM 6:00 PM	Budget Meeting Regular Meeting	Santiam Travel Station, 750 3 rd Street
April 9, 2020	6:00 PM	Regular Meeting	Santiam Travel Station, 750 3 rd Street
May 14, 2020	6:00 PM	Regular Meeting	Santiam Travel Station, 750 3 rd Street
June 11, 2020	6:00 PM	Regular and Budget Hearing	Santiam Travel Station, 750 3 rd Street

BOARD MEMORANDUM



To: Board of Directors

From: Rachel Cannon, Director of Alternative Education

Date: 6/6/2019

Meeting Date: 6/13/2019

Re: Alternative Education Program Update

Background

Data for 2019-2020:

Credits Earned: 194.25

GED's Earned: 9

Diploma's Earned: 9

GED Tests Passed: 77

Recommendation

None; this is an informational item only.

Attachment

Curriculum ~~~ Instruction ~~~ Assessment

June 13, 2019

Curriculum/Instruction/Assessment

The Continuous Improvement Plan...is in place for the school district and all schools are aligned to this plan. Each school is working with their individual leadership teams to fine tune goals and priorities specific to their school.

Social Studies Adoption...We are postponing the K-5 adoption and in the meantime working with a group of teachers that represent each grade level to align the social studies standards to our current curriculum combined with other resources we are going to pilot during the 19-20 school year. The 6 - 8 and High school have finalized their decision and hoping for your approval at this meeting.

English Language Arts Priority Standards update. All the K - 5 teachers have had the opportunity to analyze the Oregon ELA standards and how they are met with our current Journey's curriculum. The representatives from each grade level met 4 times throughout the school year in the evening to complete this work. The final product will be published on our website. New teachers will be guided through this work in August.

STAR assessment:

Enrichment program data..Overall the students exceeded the average growth for a typical student. Please refer to the detailed data analysis for the Reading Enrichment Programs for each school.

K - 8 STAR data performance. All the K - 8 students took the Spring STAR assessment and some 9th grade students. Please see the detailed breakdown of STAR performance data.

Professional Development

Curriculum Academy for our LCSD staff is up and running. The Academy is taking place Aug. 19th - 23rd. Currently there are 93 staff members signed up, the training will be part of the expectations for new teachers. We will have experts from Reading PDX teaching Reading Foundations/Dyslexia for all K - 5 staff. Also for K - 5 we have professional developers from Great Minds to guide our K - 5 teachers through the Eureka Math curriculum. For the 6 - 12 teachers we will have Springboard training (current Language Arts Adoption) and finally College Prep Math (CPM) trainers to re-establish the instructional strategies needed for student success with this curriculum. We are also sending 4 teachers to a National CPM conference specifically targeting instructional strategies and curriculum to help those students who struggle with grade level math concepts. The conference is called "Inspirations and Ideas".

Professional Development plan for the 19-20 school year. This is a districtwide plan. Each school is using this plan to then create their own PD plan in their building. We have agreed on districtwide PD days, building-led days and AVID module training. AVID PD for the year. We are creating an AVID PD plan that will incorporate 5 90-minute modules for all teachers to participate in throughout the school year, these will happen on Wednesday early release days. These modules will be facilitated by our own AVID leaders. Behavior is a very important topic and will be imbedded throughout the year.

Special Projects

Summer school is ready to launch on June 17th. We have 252 students enrolled and 37 K - 5 staff members. The middle school has over 100 students and 102 6 - 8 students at 7-Oak. LHS has 112 confirmed students as of today (June 7, 2019) However they anticipate approx. 200.

Reading Enrichment Program Data Spring STAR Summary Growth

All six elementary schools created a reading enrichment program serving a total of 115 students. Programs were designed based on the individual needs of the schools and thus varied in their weekly time allocation, grades served, subjects taught, and process for selecting students. Most schools focused exclusively on reading; Pioneer split time between reading and math.

Summary Data

- Students who grow at a typical rate stay in the same percentile throughout the year. Students in the enrichment program averaged **21 percentile points of growth**.
- The typical growth percentile for students across the country is 50. Students in the reading enrichment program had a **median growth percentile of 67**.

School	Number of Students	Grades Served	Median Growth Percentile (SGP) 50 is typical. 65 is ambitious.	Average Fall Percentile Rank	Average Spring Percentile Rank	Growth in Percentile Rank
Cascades	33	2, 3, 4	70	23	50	+27
Green Acres	32	2, 3, 4, 5	63	18	36	+18
Hamilton Creek	9	2, 3	87	11	36	+25
Lacomb	16	1, 2, 3	22	11	12	+1
Pioneer Reading	15	2	79	6	25	+19
Pioneer Math	15	2	80	10	48	+38
Riverview	17	2, 3	70	15	36	+21
Overall in After School Reading*	115	1, 2, 3, 4, 5	67	15	36	+21

*The overall data is for the reading growth across schools and does not include Pioneer's math data