

# **Meeting Packet**

**REGULAR SESSION**

**4/20/2023**

**07:00 PM**



# PHILOMATH SCHOOL DISTRICT 17J

## REGULAR SESSION

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

4/20/2023 07:00 PM

### A. EXECUTIVE SESSION ~ 5:30 p.m.

The Board of Directors will convene into Executive Session per 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations; and per 192.660(2)(i) to review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing; and per 192.660(2)(f) to consider records exempt by law from public inspection.

### B. REGULAR SESSION ~ 7:00 p.m.

#### 1. Call to Order: Chairperson

i. Pledge of Allegiance

ii. Approval of Consent Agenda

[Consent Agenda \(p. 5\)](#)

[Check Listing \(p. 6\)](#)

[Regular Board Meeting Minutes March 14, 2023 \(p. 12\)](#)

iii. Request for Agenda Modifications

#### 2. Public Comment

### C. REPORTS~

#### 1. Student Government Report

#### 2. Association Reports

- PEA
- OSEA

#### 3. CTE Update

#### 4. Superintendent Report

#### 5. Financial Report

[Board Report \(p. 17\)](#)

Financial Report (p. 19)  
PES Student Activities Report (p. 23)  
PMS Student Activities Report (p. 24)  
PHS Student Activities Report (p. 26)  
Enrollment Totals (p. 30)

**D. STRATEGY AND DISCUSSION ~**

**E. DISCUSSION & ACTION ITEMS ~**

**1. HS Painting**

HS Painting Project (p. 32)

**2. CPS Covered Play Area**

**3. Speed Signs on 19th Street**

**4. Second Reading Policies**

**i. AC-AR: Discrimination or Harassment Complaint Procedure**

AC-AR (p. 33)

**ii. EFA: Local Wellness Program**

EFA (p. 38)

**iii. IGBAF-AR: Special Education**

IGBAF-AR (p. 50)

**iv. IGBHD: Program Exemptions**

IGBHD (p. 59)

**v. IKC: Class Rankings**

IKC (p. 61)

**vi. IKF: Graduation Requirements**

IKF (p. 62)

**vii. JFCF-AR: Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence Reporting Procedures - Students**

JFCF-AR (p. 72)

**viii. JGE: Expulsion: Delete**

JGE-Delete (p. 74)

**ix. JGE: Expulsion: Proposed**

JGE-Proposed (p. 77)

**x. KL-AR(1) Public Complaint Procedure**

KL-AR(1) (p. 80)

**5. 2023-2024 District Calendar**

Staff View Calendar (p. 84)

Parent View Calendar (p. 85)

**F. MEETING CLOSURE ~**

**1. Next Meeting Agenda Items**

Schedule meeting with KVCS

**2. Board Thanks**

**3. Board Requests**

**4. Adjournment**

**G. IMPORTANT DATES**

May 4	Early release of draft budget document
May 11	First Budget Committee Meeting
May 18	Regular Board Meeting
May 25	Second Budget Committee Meeting, if needed
June 15	Regular Board Meeting & Public Budget Hearing

**CONSENT AGENDA**

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**April 20, 2023**

**Updated: 4/17/23 1:58 PM**

**A. List of Bills:**

1. March 2023

**B. Minutes:**

1. Regular Session – March 14, 2023

**C. Resolution:**

1. None at this time

**D. Leave of Absence:**

- 1.

**E. Out of State Travel:**

- 1.

**F. Personnel/Staffing Adjustments:**

**1. Retirements:**

**2. Resignations:**

- i. Debbie Johnson, Media Assistant
- ii. Jordynn Slater, Volleyball Coach
- iii. Grace Spaulding, as Summer Programs Coordinator only

**3. New Hires:**

**4. Temporary Hires**

- i. Shantel Marie Oakes, IA, CPS
- ii. Sandee Chambers, IA, CPS

**5. Staff Reassignments/Changes in FTE:**

**6. Coaches:**

**7. Extra Duty Assignments**

## Benton County School District 17J

### Reprint Check Listing

Fiscal Year: 2022-2023

**Criteria:**

**Bank Account:**

**From Date:** 03/01/2023

**To Date:** 03/31/2023

**From Check:**

**To Check:**

**From Voucher:**

**To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
199	03/01/2023	BELL, MOLLY	\$59.10	1351	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
200	03/01/2023	ROWLEY, KIERSTIN	\$64.93	1351	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
201	03/16/2023	TUFF SHED	\$5,460.90	1373	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
257	03/10/2023	LATZ, JOLENE	\$365.91	1366	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
258	03/10/2023	WILLAMETTE VALLEY MUSIC CO.	\$741.00	1366	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
259	03/10/2023	BRONS, DARCY K.	\$169.09	1367	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
260	03/10/2023	KILDEA, KATRINA	\$458.46	1367	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1543	03/01/2023	HERFF JONES INC	\$2,528.00	1352	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1544	03/01/2023	OMEA DISTRICT 11	\$150.00	1352	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1545	03/01/2023	SWEET HOME HIGH SCHOOL	\$125.00	1352	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1546	03/01/2023	VAUGHAN, RYAN	\$1,500.00	1352	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1547	03/07/2023	ECKER, BLAKE	\$1,620.00	1360	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1548	03/07/2023	RETHAFORD, JOY	\$100.00	1360	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1549	03/07/2023	SILVA, BENITO	\$1,620.00	1360	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1550	03/07/2023	STAYTON HIGH SCHOOL	\$1,457.40	1360	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1551	03/07/2023	ECKER, BLAKE	\$90.00	1363	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1552	03/14/2023	BENTON COUNTY HEALTH DEPT	\$230.00	1370	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1553	03/14/2023	CREATIVE GRAPHICS	\$226.97	1370	Printed	Expense	<input type="checkbox"/>		
1554	03/14/2023	HARRIS, ADAM	\$250.00	1370	Printed	Expense	<input type="checkbox"/>		
1555	03/14/2023	LARSON, STEFANIE	\$775.00	1370	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1556	03/14/2023	LES & BOB'S SPORTS & APPAREL, INC.	\$590.00	1370	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1557	03/14/2023	MID-VALLEY BASKETBALL OFFICIALS ASSOC.	\$235.50	1370	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1558	03/14/2023	OCCA	\$350.00	1370	Printed	Expense	<input type="checkbox"/>		

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1559	03/14/2023	OSAA	\$2,750.00	1370	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1560	03/14/2023	POLACEK, MATT	\$250.00	1370	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1561	03/14/2023	SPECIAL OLYMPICS	\$500.00	1370	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1562	03/14/2023	YACUK, KAILA	\$80.00	1370	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1563	03/23/2023	LES & BOB'S SPORTS & APPAREL, INC.	\$4,668.00	1381	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1564	03/23/2023	MID VALLEY SOFTBALL UMPIRES ASSOC.	\$3,283.00	1381	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1565	03/23/2023	MID-VALLEY BASEBALL UMPIRES ASSOCIATION	\$3,314.50	1381	Printed	Expense	<input type="checkbox"/>		
1566	03/23/2023	OSU MOTOR POOL	\$162.00	1381	Printed	Expense	<input type="checkbox"/>		
1567	03/23/2023	KING, TRAVIS	\$700.00	1382	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
1568	03/23/2023	OMEA DISTRICT 11	\$150.00	1382	Printed	Expense	<input type="checkbox"/>		
1569	03/23/2023	REID, SAMUEL	\$250.00	1382	Printed	Expense	<input type="checkbox"/>		
1570	03/23/2023	VAN VLACK, ED	\$79.51	1382	Printed	Expense	<input type="checkbox"/>		
1571	03/23/2023	GRIFFITH, JENNIFER	\$532.71	1384	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21976	03/15/2023	CANVAS LANDSCAPE MAINTENANCE, LLC	\$1,000.00	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21977	03/15/2023	CENTRAL WELDING SUPPLY CO., INC	\$80.26	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21978	03/15/2023	CINTAS CORP	\$7,704.51	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21979	03/15/2023	CONSUMERS POWER INC	\$1,658.38	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21980	03/15/2023	CORVALLIS HEATING, LLC	\$584.00	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21981	03/15/2023	CORVALLIS SCHOOL DISTRICT 509J	\$55,304.28	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21982	03/15/2023	CRIMINAL INFORMATION SERVICES, INC.	\$67.50	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21983	03/15/2023	CTX	\$671.00	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	

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21984	03/15/2023	DEPARTMENT OF ADMINSTRATIVE SERVICES	\$164.69	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21985	03/15/2023	FORESS SIGN & MANUFACTURING, LLC	\$2,279.37	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21986	03/15/2023	GARRETT HEMANN ROBERTSON	\$11,190.71	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21987	03/15/2023	INGRAM LIBRARY SERVICES	\$513.93	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21988	03/15/2023	MAXIM HEALTHCARE STAFFING SERVICES, INC.	\$6,355.00	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21989	03/15/2023	MID COLUMBIA BUS COMPANY, INC.	\$81,907.56	1369	Printed	Expense	<input type="checkbox"/>		
21990	03/15/2023	MPTV	\$1,271.94	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21991	03/15/2023	ODP BUSINESS SOLUTIONS, LLC	\$223.92	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21992	03/15/2023	OREGON SCHOOL BOARDS ASSOC	\$1,530.00	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21993	03/15/2023	OSU MOTOR POOL	\$933.72	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21994	03/15/2023	PEARSON VIRTUAL SCHOOLS USA	\$2,192.00	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21995	03/15/2023	STAPLES BUSINESS ADVANTAGE	\$1,053.10	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21996	03/15/2023	STAR ELECTRIC MOTOR SERVICE, INC.	\$122.00	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21997	03/15/2023	THE HELLO FOUNDATION LLC	\$9,485.75	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21998	03/15/2023	TWGW, INC.	\$15.58	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
21999	03/15/2023	VARITONE ARCHITECTURE LLC	\$2,635.86	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
22000	03/15/2023	WALTER E. NELSON OF EUGENE	\$659.10	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
22001	03/15/2023	ZOLL MEDICAL CORP.	\$828.00	1369	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
22002	03/22/2023	CITY OF PHILOMATH-FINANCE DEPT.	\$3,144.30	1380	Printed	Expense	<input checked="" type="checkbox"/>	03/31/2023	
22003	03/31/2023	AFLAC	\$45.50	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22004	03/31/2023	AMERICAN FIDELITY - INS	\$4,095.51	1387	Printed	Payroll Ded	<input type="checkbox"/>		



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22005	03/31/2023	AMERICAN FIDELITY ASSURANCE CO - 403b	\$6,106.12	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22006	03/31/2023	AMERIPRISE FINANCIAL SERVICES, INC.	\$290.00	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22007	03/31/2023	INVESCO INVESTMENT SERVICES, INC.	\$4,277.48	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22008	03/31/2023	JEFFERSON CAPITAL SYSTEMS, LLC	\$758.21	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22009	03/31/2023	NEWPORT TRUST COMPANY	\$4,053.57	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22010	03/31/2023	OSEA	\$2,359.26	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22011	03/31/2023	PenServ Plan Services, Inc/ Foresters	\$1,280.00	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22012	03/31/2023	PHILOMATH EDUCATION ASSOC	\$672.00	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22013	03/31/2023	PRUDENTIAL ANNUITIES	\$1,064.30	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22014	03/31/2023	TEXAS LIFE	\$1,725.91	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22015	03/31/2023	VOYA RETIREMENT INSURANCE AND ANNUITY CO	\$145.00	1387	Printed	Payroll Ded	<input type="checkbox"/>		
22016	03/30/2023	AT&T MOBILITY	\$150.64	1393	Printed	Expense	<input type="checkbox"/>		
22017	03/30/2023	AT&T ONENET SERVICE	\$23.67	1393	Printed	Expense	<input type="checkbox"/>		
22018	03/30/2023	BEACOCK MUSIC	\$2,464.64	1393	Printed	Expense	<input type="checkbox"/>		
22019	03/30/2023	BUILDERS FIRST SOURCE	\$17,432.26	1393	Printed	Expense	<input type="checkbox"/>		
22020	03/30/2023	CENTURYLINK	\$71.48	1393	Printed	Expense	<input type="checkbox"/>		
22021	03/30/2023	CORVALLIS SCHOOL DISTRICT 509J	\$41,311.93	1393	Printed	Expense	<input type="checkbox"/>		
22022	03/30/2023	COSA	\$644.00	1393	Printed	Expense	<input type="checkbox"/>		
22023	03/30/2023	CTX	\$1,926.91	1393	Printed	Expense	<input type="checkbox"/>		
22024	03/30/2023	HALL, CHARLOTTE	\$79.00	1393	Printed	Expense	<input type="checkbox"/>		
22025	03/30/2023	INGRAM LIBRARY SERVICES	\$499.52	1393	Printed	Expense	<input type="checkbox"/>		

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22026	03/30/2023	LINDE VINEYARD SUPPLY	\$576.00	1393	Printed	Expense	<input type="checkbox"/>		
22027	03/30/2023	LINN-BENTON COMMUNITY COLLEGE	\$21,837.40	1393	Printed	Expense	<input type="checkbox"/>		
22028	03/30/2023	MID COLUMBIA BUS COMPANY, INC.	\$74,561.70	1393	Printed	Expense	<input type="checkbox"/>		
22029	03/30/2023	NORTHWEST NATURAL GAS CO.	\$16,621.79	1393	Printed	Expense	<input type="checkbox"/>		
22030	03/30/2023	PACIFIC POWER	\$10,515.69	1393	Printed	Expense	<input type="checkbox"/>		
22031	03/30/2023	PHILOMATH RENTAL	\$46.20	1393	Printed	Expense	<input type="checkbox"/>		
22032	03/30/2023	PNW ENERGY GROUP, LLC	\$82,445.76	1393	Printed	Expense	<input type="checkbox"/>		
22033	03/30/2023	RADETICH, SCOTT	\$50.00	1393	Printed	Expense	<input type="checkbox"/>		
22034	03/30/2023	RATHBUN AV LLC	\$399.00	1393	Printed	Expense	<input type="checkbox"/>		
22035	03/30/2023	ROTO ROOTER	\$675.00	1393	Printed	Expense	<input type="checkbox"/>		
22036	03/30/2023	RUSSELL, AMIE	\$66.52	1393	Printed	Expense	<input type="checkbox"/>		
22037	03/30/2023	SPAETH LUMBER COMPANY	\$900.71	1393	Printed	Expense	<input type="checkbox"/>		
22038	03/30/2023	TEAMVIEWER GERMANY GmbH	\$1,234.80	1393	Printed	Expense	<input type="checkbox"/>		
22039	03/30/2023	TWGW, INC.	\$15.04	1393	Printed	Expense	<input type="checkbox"/>		
22040	03/30/2023	US BANK EQUIPMENT FINANCE	\$1,337.07	1393	Printed	Expense	<input type="checkbox"/>		
22041	03/30/2023	VACUUM TUBE SOURCE	\$4,294.50	1393	Printed	Expense	<input type="checkbox"/>		
22042	03/30/2023	WALTER E. NELSON OF EUGENE	\$77.60	1393	Printed	Expense	<input type="checkbox"/>		
46078	03/03/2023	LYNN, SIERRA R	\$791.84	27	Printed	Payroll	<input checked="" type="checkbox"/>	03/31/2023	
46079	03/16/2023	MILLER, MATTHEW C	\$2,557.07	28	Printed	Payroll	<input checked="" type="checkbox"/>	03/31/2023	
46080	03/31/2023	GRAFF, CYNTHIA S	\$81.07	29	Printed	Payroll	<input type="checkbox"/>		
46081	03/31/2023	BUSHNELL, DIANA B	\$543.85	29	Printed	Payroll	<input type="checkbox"/>		
46082	03/31/2023	HALL, JAMES R	\$1,047.26	29	Printed	Payroll	<input type="checkbox"/>		
46083	03/31/2023	LUCAS, BRIAN K	\$531.71	29	Printed	Payroll	<input type="checkbox"/>		

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46084	03/31/2023	WEEBER, KYAH M	\$24.89	29	Printed	Payroll	<input type="checkbox"/>		
46085	03/31/2023	LAW, RANDALL K	\$342.14	29	Printed	Payroll	<input type="checkbox"/>		
46086	03/31/2023	SCHWINABART, DARLA J	\$2,139.89	29	Printed	Payroll	<input type="checkbox"/>		
46087	03/31/2023	SKAAR, LINDA M	\$4,137.12	29	Printed	Payroll	<input type="checkbox"/>		

Total Amount: \$548,791.97

**End of Report**

# REGULAR SESSION

## Meeting Minutes

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

3/14/2023 07:00 PM

### A. EXECUTIVE SESSION ~ 5:30 p.m.

The Board convened into Executive Session at 5:30 pm Per ORS 192.660 (2)(b) to consider the dismissal or disciplining of, or to hear complaints or charges against a public officer, an employee, a staff member or agent, unless he or she requests an open meeting; and per ORS 192.660 (2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations; and per ORS 192.660 (2)(f) to consider records exempt by law from public inspection; and per ORS 192.660 (2)(h) to consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed; and per ORS 192.660 (2)(i) to review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.

### B. REGULAR SESSION ~ 7:00 p.m.

1. **Call to Order:** Chairman Wells called the meeting to order at 7:09 pm. Those in attendance included Philomath School District Board of Directors, Rick Wells, Joe Dealy, Erin Gudge, and Karen Skinkis; Superintendent, Susan Halliday; Business Manager, Jennifer Griffith; Board Executive Assistant, Michele McRae; Absent: Christopher McMorran.
  - i. **Pledge of Allegiance:** Chairman Wells led us in the Pledge of Allegiance.
  - ii. **Approval of Consent Agenda:** Director Gudge moved to approve the consent agenda as presented. Director Skinkis seconded. The Board approved it unanimously. Motion passes 4-0.
  - iii. **Request for Agenda Modifications:** Director Gudge requested a language change to E6 from Grievance to Complaint. She also requested that item E6 be moved from E6 to the next item on the meeting agenda.
2. **Board Decision Regarding Complaint:** Director Gudge moved to accept the complaint appeal under policy GBN/GBA-AR, and to schedule an additional Executive Session to continue deliberations per 192.660 (2)(b). Director Dealy seconded the motion. The Board approved it unanimously. Motion passes 4-0. The additional Executive Session was scheduled for Thursday, March 16<sup>th</sup> at 5:30 pm.

### 3. **Public Comment:**

- i. Nina Petrovich said that she recognizes that the Board is committed to racial equity and diversity. She has been on the King's Valley Charter School Racial Equity Committee as the Chair and the Vice Chair. She has worked directly with students who have been subjected to racial discrimination and hate speech. She said that one of the first steps to take as a community is to make sure that the District have a public face to Heritage months. She believes that acknowledging, honoring and celebrating different Heritages will show the community that we are all in. She knows that teachers recognize this in their classrooms. She would like to come with solutions, and she would like to volunteer her time to help with this.
- ii. Nancy Wyse, Benton County Commissioner, spoke in support of Measure 2-140. She said that she is here to ask for support for a better justice system. She said that Measure 2-140 will benefit youth and families across Benton County, if passed. It includes funding for expanded space for the Family and Children Program which includes mental health treatment. The current wait time to get into this program is 3-4 months. Benton County is currently renting out jail beds from other counties, and that is expensive along with transporting the inmates to and from these jail beds. She pointed out that when inmates have friend and family support while they're incarcerated, they do better, and if they are housed further away, they won't always have that support.

## C. **REPORTS~**

### 1. **Student Government Report**

- i. Brooke Moade reported that ASB has been performing random acts of kindness, happiness and fun. They have been hosting popcorn days, escorting students to all of their classes, passing out otter pops, and passing out birthday cupcakes on student's birthdays. They are encouraging students to have good attendance, so they don't miss out on these activities. They are continuing to host hoop shoots during half-time at games. ASB is also planning a field day, and they are working with admin on this. They are hoping to plan a movie night.

### 2. **Accuity LLC, Auditors**

- i. Kori Sarrett from Accuity, the District's auditing firm, reported that there was only one compliance violation, and it only happened because something wasn't written down. She said that this is easily remedied. It was not due to a failure of getting the proper bids and quotes. There were no budget issues, and no issues on the bigger awards. There were no issues with the SIA accounts. Kori congratulated Jennifer Griffith, the District's Business Manager, for being able to work through an issue that wasn't her fault. Jennifer was given instructions for closing out the previous years accounts, however, there were steps missing in the instructions. As a new Business Manager, Jennifer was praised for being able to work through this, and solve the problem. Everyone applauded Jennifer for her accomplishments.

### 3. **Special Education Advisory Committee**

- i. Stephanie Brandt from SEAC reported that they will be meeting on April 18<sup>th</sup> for an Autism Resource Event at PES, and she invited everyone to attend. People from several organizations are invited to meet and visit with people who attend the event. She encouraged students to attend the event to see if this would be a good

volunteer opportunity for them. She invited the Board members to their next SEAC meeting.

4. **Association Reports:** There were no Association reports tonight.

5. **Superintendent's Report**

- i. Superintendent Halliday congratulated the PHS Basketball teams for their success in the State Playoffs.
- ii. She encouraged everyone to attend the production of Moana Jr that will be presented by the drama team.
- iii. The Licensed negotiations will begin this Thursday.
- iv. The filing deadline for the two open Board seats is March 16<sup>th</sup>.
- v. PHS is moving forward with fundraising for replacement of the baseball and softball fields. She said there will be further discussions in future Board meetings about this.
- vi. There will be a Special Board Meeting on March 29, 2023 to approve the Integrated Guidance Plan.
- vii. Oregon Statewide Assessments will begin in late April or early May. The ODE required the District to submit a plan to increase participation in the testing program.

6. **Financial Report:**

- i. The financial documents were included in the Board packet. There were no questions regarding the financial report.
- ii. Jennifer Griffith, Business Manager, thanked everyone who came out for the Budget Work Session.
- iii. Jennifer reported that the District received an incentive from Senate Bill 1149, and Oregon Energy Trust, to replace the light bulbs over the HS football field, so they can be replaced at no cost to the District. Director Skinkis asked if there are other projects that can utilize these funds. Jennifer said that yes, there are other projects that can utilize these funds.
- iv. Superintendent Halliday reiterated that this project will not take funds from the District's budget.

D. **STRATEGY AND DISCUSSION ~**

1. **Food Service:**

- i. Superintendent Halliday reported that Corvallis SD is asking to significantly alter the contract of food services that they provide to the Philomath SD beginning with the 2023-2024 school year. She said that they may provide the food and the USDA reporting, but they will not prepare the food. They are still in the process of negotiating this change. Director Gudge asked about the timeline. Superintendent Halliday outlined the meetings scheduled through March with the ODE representative, and with the Corvallis SD, so they will know more by the end of March.

2. **2023-2024 District Calendar**

- i. Superintendent Halliday said that Draft 1 of the 23-24 District Calendar has students starting school after Labor Day, and Draft 2 has students starting school before Labor Day. She said that these Drafts have been presented to staff, so that they can give their opinions about the calendars. She sent out a survey to families, as well.

E. **DISCUSSION & ACTION ITEMS~**

**1. Licensed Renewals and Non-Renewals**

- i. Director Dealy moved to renew probationary licensed staff as listed on the renewal document. Director Gudge seconded the motion. The Board unanimously approved the motion. Motion passes 4-0.
- ii. Director Dealy moved to extend contracted licensed staff as listed on the renewal document. Director Skinkis seconded the motion. The Board unanimously approved the motion. Motion passes 4-0.
- iii. Director Dealy moved to non-renew probationary and temporary licensed staff as listed on the non-renewal document. Director Gudge seconded the motion. The Board unanimously approved the motion. Motion passes 4-0.

**2. Easement Sale – Chapel Drive**

- i. Benton County proposed the purchase of an easement that the Philomath SD owns along Chapel Drive, so that the County can build a connecting sidewalk to a new housing subdivision. They gave a presentation to facilities, the superintendent and business manager, and sent paperwork and a contract to the District. Director Dealy moved to approve the sale of the property to Benton County. Director Skinkis seconded the motion. The Board unanimously approved the motion. Motion passes 4-0.

**3. 2022-2023 District Calendar Revision**

- i. Superintendent Halliday said that she is proposing that the first snow day, February 23<sup>rd</sup>, be made up on Friday, May 26<sup>th</sup>. This day would be a student contact day. She would like to make up the February 28<sup>th</sup> snow day on June 20<sup>th</sup> with the Conference/Grading Days being move to June 19<sup>th</sup>. She would like the Licensed staff to use this day to work in Synergy, the District’s new student information system, and other PLC work. Director Dealy moved to accept the calendar revision as presented. Director Gudge seconded the motion. The Board unanimously approved the motion. Motion passes 4-0.

**4. Consideration of Measure 2-140**

- i. After the Public Comment from Nancy Wyse, the Resolution to support Measure 2-140 was read by Director Dealy. Director Dealy moved to support the Resolution. Director Gudge seconded the motion. The Board unanimously approved it. Motion passes 4-0.

**5. PHS Football Field Lighting Project**

- i. Director Gudge moved to approve the PHS Football Field Lighting Project as presented earlier in the meeting. Director Dealy seconded the motion, and the Board approved it unanimously. Motion passes 4-0.

**F. MEETING CLOSURE ~**

**1. Next Meeting Agenda Items**

- i. Superintendent Halliday said that she will bring a calendar back for the April 20<sup>th</sup> meeting, and there will be more conversation about food service.

**2. Board Thanks**

- i. Director Gudge thanked the Districts Facility Director, Joey Digiovannangelo, and the Business Manager, Jennifer Griffith for working to get the funding to replace the PHS Football Field Lighting. She also wished everyone a happy Pi Day.

- ii. Director Skinkis thanked everyone who attends the Board meetings. She also gave a shout out to the Friend Team. She also pointed out that the cheer team is a great group of kids, and the coach was nominated to be coach of the year.
- iii. Director Dealy said that he is impressed by the District staff and the work they are doing, and that the District wouldn't function without everyone.
- iv. Chairman Wells thanked Business Manager, Jennifer Griffith for her work on the lighting project and the easement sale with the county. He said it is refreshing to see the staff stay for the whole Board meetings.

3. **Board Requests**

- i. There were no Board requests.

4. **Adjournment**

- i. Chairman Wells adjourned the meeting at 8:55 pm.

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Board Chair

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Superintendent

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Date





# Philomath School District

Benton County School District No. 17J, 1620 Applegate Street Philomath OR 97370 (541) 929-3169

April 12, 2023

Board Members:

We are busy preparing for the end of this current fiscal year and budget preparation for next year.

We have a Facility Project for the Board to approve. The High School exterior painting project is included in the Board packet for your approval.

Enclosed you shall find the financial reports for the period ending March 31, 2023.

Our current report of enrollment for the 2022-2023 school year compared with the previous *year* is broken down as follows:

<u>School</u>	<u>April 2023</u>	<u>April 2022</u>	<u>Change</u>
CPS	167	165	2
PES	353	342	11
BL	31	22	9
PMS	328	338	-10
PHS	410	389	21
PA	83	96	-13
KVCS	<u>185</u>	<u>194</u>	<u>-9</u>
Subtotal	<u>1557</u>	1546	11
Part-Time	<u>27</u>	<u>12</u>	<u>15</u>
Total	<u>1584</u>	<u>1558</u>	<u>26</u>

Our current report of enrollment for the 2022-2023 school year compared with the previous *month* is broken down as follows:

<u>School</u>	<u>April 2023</u>	<u>March 2023</u>	<u>Change</u>
CPS	167	166	1
PES	353	352	1
BL	31	31	0
PMS	328	334	-6
PHS	410	443	-33
PA	83	81	2
KVCS	<u>185</u>	<u>191</u>	<u>-6</u>
Subtotal	<u>1557</u>	<u>1598</u>	-41
Part-Time	<u>27</u>	<u>5</u>	<u>22</u>
Total	<u>1584</u>	<u>1603</u>	<u>-19</u>

March 2023 General Fund Expenditures totaled \$1,874,524. Expenditures that exceed \$10,000 are as follows:

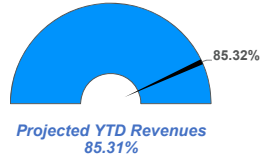
- Pacific Power \$ 10,515 (monthly power bill)
- Garrett Hemann Robertson \$ 11,191 (Legal fees)
- Northwest Natural Gas \$ 16,622 (monthly gas bill)
- Builders First Source \$ 17,432 (Siding materials for HS)
- Linn-Benton Community College \$ 21,837 (Tuition for Students attending LBCC)
- Corvallis School District \$ 41,312 (Food Service – Jan 2023)
- Corvallis School District \$ 55,304 (Food Service – Nov & Dec 2022)
- Mid-Columbia Bus Company \$ 74,562 (Bus Transportation – Feb 2023)
- Mid-Columbia Bus Company \$ 81,908 (Bus Transportation – Jan 2023)
- PNW Energy Group, LLC \$ 82,446 (HS FB Field lighting project)
- Kings Valley Charter School \$ 210,851 (March Payment)

Respectfully Submitted,  
Jennifer Griffith  
Business Manager

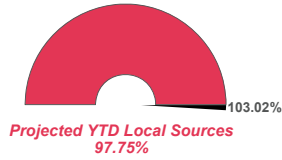
# 100 General Fund Revenue Dashboard Summary

For the Period Ending March 31, 2023

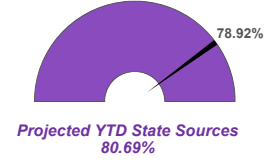
## Actual YTD Revenues



## Actual YTD Local Sources



## Actual YTD State Sources

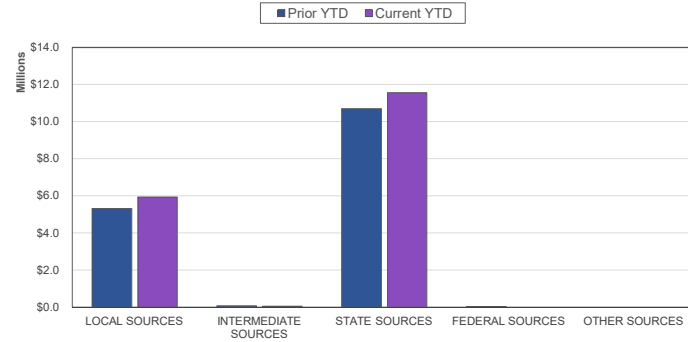


## General Fund Revenues

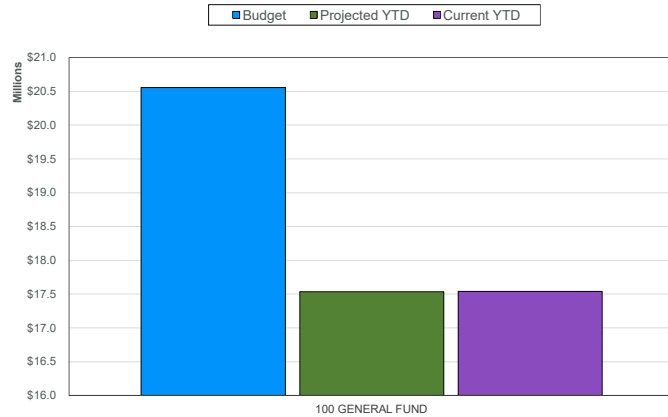
### Top 10 General Fund Sources of Revenue (Year-to-Date)

State School Fund (SSF)	\$11,503,810
Property Taxes	\$4,345,204
Resources - Beginning Fund Balance	\$1,689,314
Local Option Levy Taxes	\$1,266,735
Interest On Investments	\$177,922
Kings Valley Charter School Fees	\$96,637
Restricted Grants-In-Aid	\$57,089
Severe Disabilities Reimbursement	\$44,688
Miscellaneous	\$28,798
Rentals	\$12,770
<b>Percent of Total Revenues Year-to-Date</b>	<b>99.97%</b>

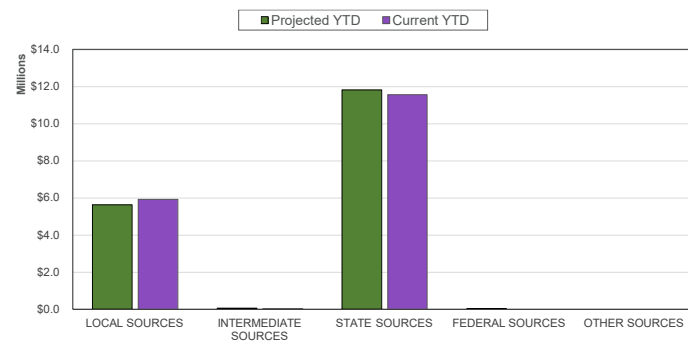
### General Fund Revenue by Source | Prior YTD vs. Current YTD



### Revenues by Fund | Budget / Projected YTD / Current YTD



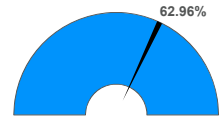
### General Fund Revenue by Source | Projected YTD vs. Current YTD



# 100 General Fund Expense Dashboard Summary

For the Period Ending March 31, 2023

## Actual YTD Expenditures



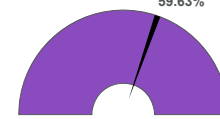
Projected YTD Expenditures  
62.96%

## Actual YTD Salaries/Benefits



Projected YTD Salaries/Benefits  
68.27%

## Actual YTD Other Objects



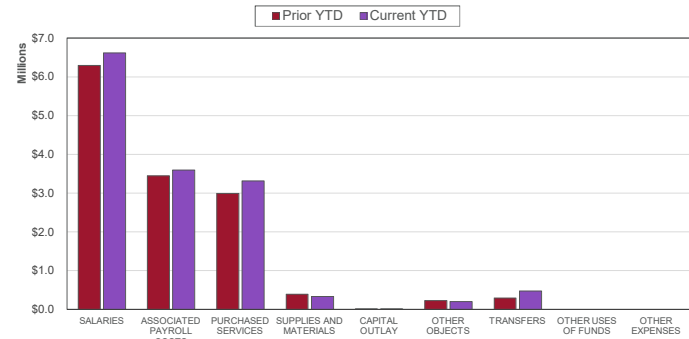
Projected YTD Other Objects  
58.68%

## General Fund Expenditures

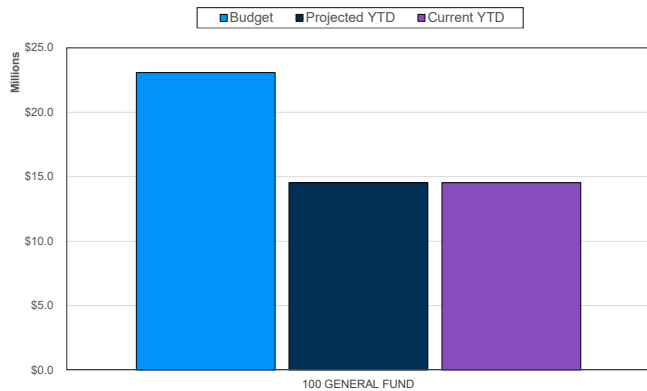
### Top 10 General Fund Expenditures by Program (Year-to-Date)

Licensed Salaries	\$3,278,077
Charter School Payments, Adm	\$1,555,693
Classified Salaries	\$1,319,222
Medical Insurance	\$1,091,810
Public Employees Retirement System	\$984,553
Administrator Salaries	\$944,122
Unrepresented Salaries	\$513,618
Pers Bond 1	\$501,563
Social Security Administration	\$493,702
Charter School, Remote Elementary	\$483,101
<b>Percent of Total Expenditures Year-to-Date</b>	<b>76.87%</b>

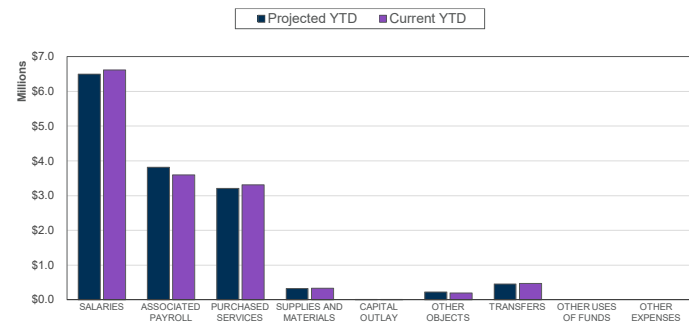
### General Fund Expenditures by Object | Prior YTD vs. Current YTD



### Expenditures by Fund | Budget / Projected YTD / Current YTD



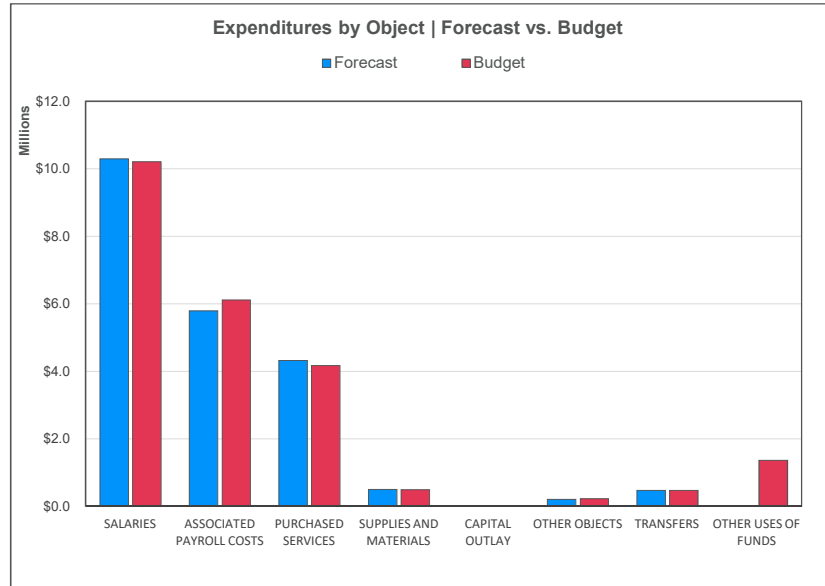
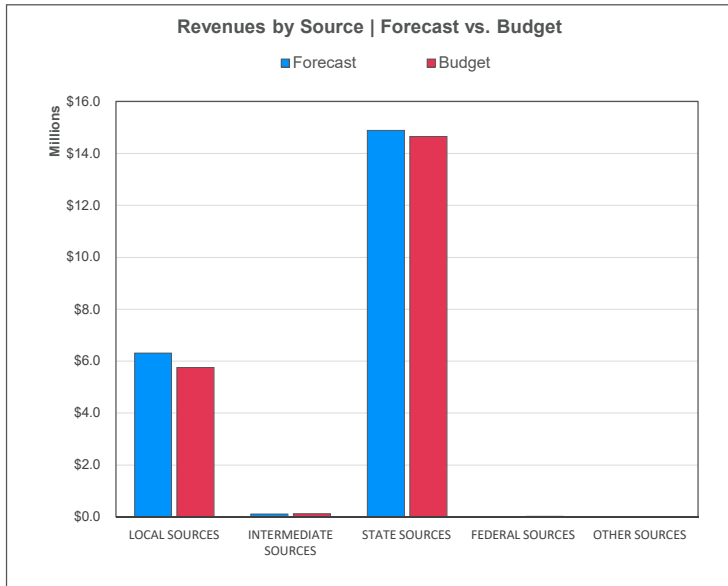
### General Fund Expenditures by Object | Projected YTD vs. Current YTD



# 100 General Fund | Financial Projection by Object

For the Period Ending March 31, 2023

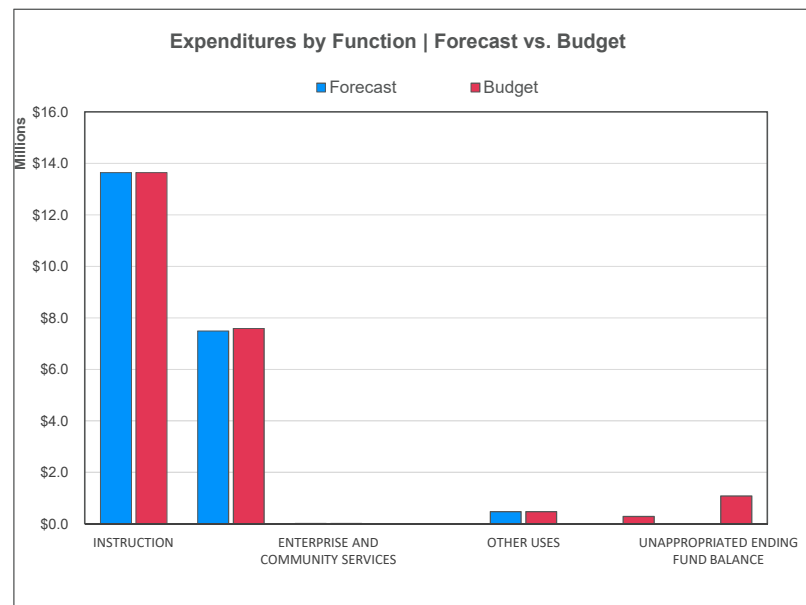
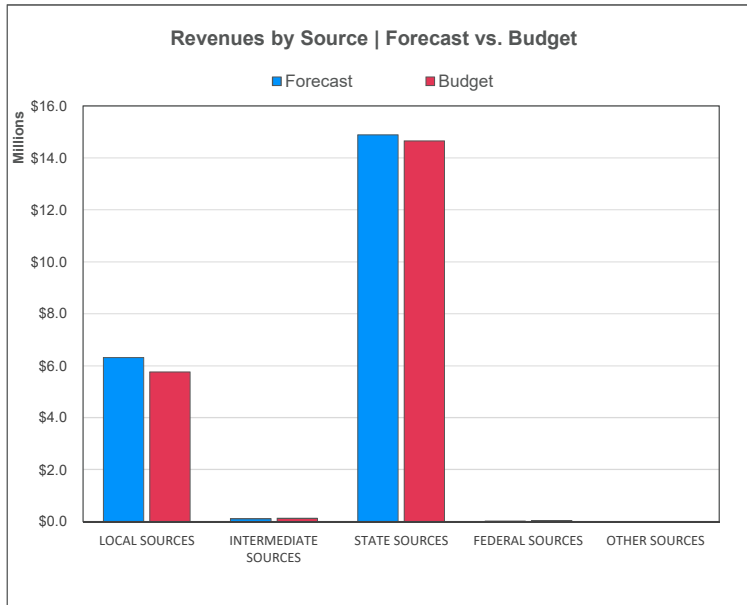
	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
<b>Beginning Fund Balance</b>	\$ 2,514,838	\$ 1,689,314	\$ -	\$ 1,689,314	\$ 2,514,539	\$ (825,225)
<b>REVENUES</b>						
Local Sources	5,314,610	5,932,987	382,668	6,315,655	5,759,224	556,431
Intermediate Sources	62,456	45,472	59,949	105,421	118,000	(12,579)
State Sources	10,693,494	11,560,899	3,328,127	14,889,027	14,649,672	239,355
Federal Sources	38,257	-	2,274	2,274	30,000	(27,726)
Other Sources	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 16,108,817</b>	<b>\$ 17,539,358</b>	<b>\$ 3,773,018</b>	<b>\$ 21,312,376</b>	<b>\$ 20,556,896</b>	<b>\$ 755,480</b>
<b>EXPENDITURES</b>						
Salaries	\$ 6,293,270	\$ 6,616,716	\$ 3,680,571	\$ 10,297,287	\$ 10,208,469	\$ (88,818)
Associated Payroll Costs	3,447,413	3,593,978	2,202,782	5,796,760	6,118,986	322,226
Purchased Services	2,991,940	3,309,371	1,018,347	4,327,717	4,170,153	(157,564)
Supplies and Materials	387,930	336,034	165,573	501,607	490,821	(10,786)
Capital Outlay	802	502	751	1,253	8,800	7,547
Other Objects	224,961	198,646	7,069	205,715	231,520	25,805
Transfers	290,000	470,000	5,000	475,000	475,000	-
Other Uses of Funds	-	-	-	-	1,367,686	1,367,686
Other Expenses	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 13,636,315</b>	<b>\$ 14,525,246</b>	<b>\$ 7,080,092</b>	<b>\$ 21,605,339</b>	<b>\$ 23,071,435</b>	<b>\$ 1,466,096</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ 2,472,502</b>	<b>\$ 3,014,112</b>	<b>\$ (3,307,075)</b>	<b>\$ (292,963)</b>	<b>\$ (2,514,539)</b>	
<b>ENDING FUND BALANCE</b>				<b>\$ 1,396,351</b>		



# 100 General Fund | Financial Projection by Function

For the Period Ending March 31, 2023

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
<b>Beginning Fund Balance</b>	\$ 2,514,838	\$ 1,689,314	\$ -	\$ 1,689,314	\$ 2,514,539	\$ (825,225)
<b>REVENUES</b>						
Local Sources	5,314,610	5,932,987	382,668	6,315,655	5,759,224	556,431
Intermediate Sources	62,456	45,472	59,949	105,421	118,000	(12,579)
State Sources	10,693,494	11,560,899	3,328,127	14,889,027	14,649,672	239,355
Federal Sources	38,257	-	2,274	2,274	30,000	(27,726)
Other Sources	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 16,108,817</b>	<b>\$ 17,539,358</b>	<b>\$ 3,773,018</b>	<b>\$ 21,312,376</b>	<b>\$ 20,556,896</b>	<b>\$ 755,480</b>
<b>EXPENDITURES</b>						
Instruction	\$ 8,350,252	\$ 8,764,074	\$ 4,872,992	\$ 13,637,066	\$ 13,638,286	\$ 1,220
Support Services	4,994,512	5,291,172	2,200,775	7,491,948	7,586,752	94,804
Enterprise and Community Services	1,551	-	1,325	1,325	3,711	2,386
Facilities Acquisition and Construction	-	-	-	-	-	-
Other Uses	290,000	470,000	5,000	475,000	475,000	-
Contingencies	-	-	-	-	288,979	288,979
Unappropriated Ending Fund Balance	-	-	-	-	1,078,707	1,078,707
<b>TOTAL EXPENDITURES</b>	<b>\$ 13,636,315</b>	<b>\$ 14,525,246</b>	<b>\$ 7,080,092</b>	<b>\$ 21,605,339</b>	<b>\$ 23,071,435</b>	<b>\$ 1,466,096</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ 2,472,502</b>	<b>\$ 3,014,112</b>	<b>\$ (3,307,075)</b>	<b>\$ (292,963)</b>	<b>\$ (2,514,539)</b>	<b>\$ 2,221,576</b>
<b>Projected Year End Fund Balance</b>				<b>\$ 1,396,351</b>		



## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 6/30/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
284.0000.9701.097.797.810 PES Food Pantry	9,530.69	7,505.00	(5,430.29)	11,605.40	.00	11,605.40
284.0000.9701.097.797.811 PES BE KIND	47.11	.00	.00	47.11	.00	47.11
284.0000.9701.097.797.812 PES Blodgett	8,420.09	80.00	(2,807.47)	5,692.62	.00	5,692.62
284.0000.9701.097.797.815 CPS Donations	4,802.88	13,211.60	(14,341.96)	3,672.52	.00	3,672.52
284.0000.9701.097.797.816 PES Grants	4,723.98	1,000.00	(1,682.31)	4,041.67	.00	4,041.67
284.0000.9701.097.797.826 PES Field Trips	3,345.29	.00	(3,345.29)	.00	.00	.00
284.0000.9701.097.797.827 PES Library	563.66	.00	(55.97)	507.69	.00	507.69
284.0000.9701.097.797.828 PES Donations-Unrestricted	2,150.06	5,236.60	(4,730.97)	2,655.69	.00	2,655.69
284.0000.9701.097.797.830 PES Music	(138.22)	.00	.00	(138.22)	.00	(138.22)
284.0000.9701.097.797.840 PES School Enhancement	25.30	8.09	.00	33.39	.00	33.39
284.0000.9701.097.797.841 PES Science	(110.91)	.00	.00	(110.91)	.00	(110.91)
284.0000.9701.097.797.842 PES Social Committee	393.86	865.00	(257.62)	1,001.24	.00	1,001.24
284.0000.9701.097.797.845 PES Textbook Damage Fees	65.70	.00	.00	65.70	.00	65.70
284.0000.9701.097.797.846 PES Yearbook	(217.35)	1,254.31	.00	1,036.96	.00	1,036.96
284.0000.9701.097.797.847 PES Students in Need	312.71	(400.00)	(22.79)	(110.08)	.00	(110.08)
284.0000.9701.097.797.849 CPS Students in Need	(419.56)	400.00	.00	(19.56)	.00	(19.56)
284.0000.9701.097.797.850 PES School Supplies	1,315.82	.00	(1,315.82)	.00	.00	.00
<b>GRAND TOTALS</b>	34,811.11	29,160.60	(33,990.49)	29,981.22	.00	29,981.22

End of Report

## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 6/30/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
285.0000.9701.098.798.500 PMS Apparel	573.00	.00	.00	573.00	.00	573.00
285.0000.9701.098.798.501 PMS Art	1,066.99	360.00	(305.95)	1,121.04	.00	1,121.04
285.0000.9701.098.798.502 PMS Athletics	3,708.99	50.00	(607.48)	3,151.51	.00	3,151.51
285.0000.9701.098.798.503 PMS Band	5,187.66	.00	(487.99)	4,699.67	.00	4,699.67
285.0000.9701.098.798.504 PMS Band Repair/Replace	1,572.76	.00	(741.00)	831.76	.00	831.76
285.0000.9701.098.798.506 PMS Choir Beginning Balance	682.56	.00	(10.60)	671.96	.00	671.96
285.0000.9701.098.798.508 PMS Drama	10,181.66	8,469.57	(6,431.42)	12,219.81	.00	12,219.81
285.0000.9701.098.798.510 PMS Library	193.37	500.00	(685.90)	7.47	.00	7.47
285.0000.9701.098.798.511 PMS Life Skills	662.55	49.94	(169.09)	543.40	(37.77)	505.63
285.0000.9701.098.798.512 PMS Lock Replacement	1,710.17	.00	.00	1,710.17	.00	1,710.17
285.0000.9701.098.798.515 PMS Outdoor School	23,290.23	.00	.00	23,290.23	.00	23,290.23
285.0000.9701.098.798.516 PMS Sports/Pay-to-Play	25.00	.00	.00	25.00	.00	25.00
285.0000.9701.098.798.518 PMS Reeds	(623.31)	.00	.00	(623.31)	.00	(623.31)
285.0000.9701.098.798.519 PMS School Enhancement	1,524.10	741.26	(629.91)	1,635.45	.00	1,635.45
285.0000.9701.098.798.520 PMS Science	12.14	.00	.00	12.14	.00	12.14
285.0000.9701.098.798.521 PMS Shop	711.60	570.00	(350.26)	931.34	(200.00)	731.34
285.0000.9701.098.798.522 PMS Struxness - Helping Families	1,701.14	.00	(272.15)	1,428.99	.00	1,428.99
285.0000.9701.098.798.523 PMS Student Body Fees	15,227.60	8,280.00	(7,333.11)	16,174.49	.00	16,174.49
285.0000.9701.098.798.524 PMS Suspension Account	301.50	.00	.00	301.50	.00	301.50
285.0000.9701.098.798.525 PMS Technology	877.35	.00	.00	877.35	.00	877.35
285.0000.9701.098.798.527 PMS Textbook Damage/Replacement	171.77	.00	.00	171.77	.00	171.77
285.0000.9701.098.798.529 PMS Student Wellness	4,585.90	.00	1,000.00	5,585.90	.00	5,585.90



## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 6/30/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
285.0000.9701.098.798.530 PMS Oregon Research Institute	4,946.25	.00	(2,462.51)	2,483.74	.00	2,483.74
285.0000.9701.098.798.531 PMS Trip Club	225.08	.00	.00	225.08	.00	225.08
285.0000.9701.098.798.532 PMS Health/PE	1,404.05	.00	.00	1,404.05	.00	1,404.05
285.0000.9701.098.798.533 PMS Elective Rotation fee	.00	.00	.00	.00	.00	.00
285.0000.9701.098.798.534 PMS Battle of the Books	120.00	250.00	(65.00)	305.00	.00	305.00
285.0000.9701.098.798.535 PMS School Supplies	.00	10.00	.00	10.00	.00	10.00
285.0000.9701.098.798.536 PMS Turkey Bingo	(328.82)	.00	.00	(328.82)	.00	(328.82)
285.0000.9701.098.798.537 PMS Fitness	426.02	.00	.00	426.02	.00	426.02
285.0000.9701.098.798.538 PMS Engineering	837.01	240.00	(591.73)	485.28	.00	485.28
<b>GRAND TOTALS</b>	<b>80,974.32</b>	<b>19,520.77</b>	<b>(20,144.10)</b>	<b>80,350.99</b>	<b>(237.77)</b>	<b>80,113.22</b>

End of Report

## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 6/30/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.000 Begining Fund Balance Student Activities	(302.41)	85.00	.00	(217.41)	.00	(217.41)
286.0000.9701.099.799.600 PHS Over/Short	185.05	.00	(35.96)	149.09	.00	149.09
286.0000.9701.099.799.603 PHS AP Testing	.84	.00	.00	.84	.00	.84
286.0000.9701.099.799.604 PHS Art	3,978.42	1,796.81	(2,514.02)	3,261.21	603.30	3,864.51
286.0000.9701.000.799.605 PHS Art Club	.00	412.00	.00	412.00	.00	412.00
286.0000.9701.099.799.606 PHS ASB	2,739.77	11,888.30	(7,779.24)	6,848.83	(500.00)	6,348.83
286.0000.9701.099.799.607 PHS Athletic Officials	(10,723.52)	24,817.87	(31,959.01)	(17,864.66)	950.00	(16,914.66)
286.0000.9701.099.799.611 PHS Athletics	9,436.31	19,247.79	(18,492.62)	10,191.48	1,359.91	11,551.39
286.0000.9701.099.799.612 PHS AV Technology	(278.51)	.00	278.51	.00	.00	.00
286.0000.9701.099.799.613 PHS Baseball	2,578.51	18,732.46	(15,843.12)	5,467.85	(5,046.49)	421.36
286.0000.9701.099.799.616 PHS Botany	2,630.11	500.00	(394.06)	2,736.05	.00	2,736.05
286.0000.9701.099.799.617 PHS Boys Basketball	15,822.75	16,505.00	(13,721.16)	18,606.59	(4,006.66)	14,599.93
286.0000.9701.099.799.618 PHS Cheerleading	10,302.25	28,790.61	(30,730.14)	8,362.72	(215.53)	8,147.19
286.0000.9701.099.799.619 PHS Cinematic Art Club	443.86	.00	.00	443.86	.00	443.86
286.0000.9701.099.799.620 PHS Community Service Club-G. Lake	1,217.06	.00	(762.00)	455.06	.00	455.06
286.0000.9701.099.799.621 PHS Cross Country	4,861.79	5,353.60	(1,959.29)	8,256.10	(104.00)	8,152.10
286.0000.9701.099.799.622 PHS Dance Team	6,112.19	15,189.66	(14,217.81)	7,084.04	(1,543.36)	5,540.68
286.0000.9701.099.799.625 PHS Donation	693.01	75.00	.00	768.01	.00	768.01
286.0000.9701.099.799.627 PHS Driver Education	2,325.00	9,525.00	.00	11,850.00	.00	11,850.00
286.0000.9701.099.799.633 PHS First Team	8,871.64	7,731.20	(8,593.67)	8,009.17	(1,763.90)	6,245.27
286.0000.9701.099.799.635 PHS Foods	4,094.16	2,565.00	(833.43)	5,825.73	.00	5,825.73
286.0000.9701.099.799.636 PHS Football	9,382.72	10,820.00	(9,041.43)	11,161.29	(1,113.80)	10,047.49

## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 6/30/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.637 PHS Forestry	13,151.36	1,630.00	(2,509.27)	12,272.09	.00	12,272.09
286.0000.9701.099.799.638 PHS GED	8.17	.00	.00	8.17	.00	8.17
286.0000.9701.099.799.639 PHS German Class	322.34	355.20	(324.00)	353.54	.00	353.54
286.0000.9701.099.799.640 PHS Girls Basketball	10,577.37	14,987.00	(16,762.71)	8,801.66	(3,306.42)	5,495.24
286.0000.9701.099.799.641 PHS Health Occ/Anatomy	26.96	.00	(103.05)	(76.09)	.00	(76.09)
286.0000.9701.099.799.642 PHS Green Team	151.56	.00	(77.61)	73.95	.00	73.95
286.0000.9701.099.799.643 PHS Racial Equity Club	107.00	.00	(100.00)	7.00	.00	7.00
286.0000.9701.099.799.644 PHS Life Skills	1,777.30	475.00	(1,026.32)	1,225.98	(226.50)	999.48
286.0000.9701.099.799.645 PHS Library	504.51	.00	(520.64)	(16.13)	.00	(16.13)
286.0000.9701.099.799.646 PHS Lifeguard	378.92	.00	(378.92)	.00	.00	.00
286.0000.9701.099.799.647 PHS Link Crew	1,187.99	.00	.00	1,187.99	.00	1,187.99
286.0000.9701.099.799.649 PHS Manufacturing Technology	7,784.92	980.00	(2,146.54)	6,618.38	457.43	7,075.81
286.0000.9701.099.799.652 PHS Misc Books	428.73	3.50	(426.45)	5.78	.00	5.78
286.0000.9701.099.799.653 PHS Music Band	1,591.84	4,836.00	(4,456.38)	1,971.46	.00	1,971.46
286.0000.9701.099.799.654 PHS Music Choir	(789.48)	.00	.00	(789.48)	.00	(789.48)
286.0000.9701.099.799.655 PHS Music Tour	11,924.09	.00	.00	11,924.09	.00	11,924.09
286.0000.9701.099.799.656 PHS National Honor Society	2,385.39	525.00	(775.00)	2,135.39	.00	2,135.39
286.0000.9701.099.799.657 PHS Oregon West Account	.00	14,142.76	(7,128.61)	7,014.15	.00	7,014.15
286.0000.9701.099.799.659 PHS Parking/Student Safety	697.43	.00	.00	697.43	.00	697.43
286.0000.9701.099.799.660 PHS PE Fees	294.59	.00	.00	294.59	.00	294.59
286.0000.9701.099.799.661 PHS Peer Counseling	375.74	.00	(250.00)	125.74	.00	125.74
286.0000.9701.099.799.664 PHS PHS Pay to Play	1,797.50	.00	.00	1,797.50	.00	1,797.50

## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 6/30/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.665 PHS Preschool	3,698.22	3,100.00	(5,145.07)	1,653.15	.00	1,653.15
286.0000.9701.099.799.666 PHS Prom	1,613.78	664.00	(150.00)	2,127.78	(3,160.00)	(1,032.22)
286.0000.9701.099.799.667 PHS PSAT Fee Collections	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.670 PHS Scholarship	700.77	.00	.00	700.77	.00	700.77
286.0000.9701.099.799.672 PHS Scholarship - Steve Moos	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.674 PHS School Enhancement	6,496.87	2,383.96	(621.18)	8,259.65	.00	8,259.65
286.0000.9701.099.799.675 PHS School of Business	3,006.11	.00	(442.42)	2,563.69	.00	2,563.69
286.0000.9701.099.799.676 PHS Science	27.45	500.00	(527.45)	.00	.00	.00
286.0000.9701.099.799.678 PHS Soccer Boys	1,042.79	4,776.12	(3,919.00)	1,899.91	.00	1,899.91
286.0000.9701.099.799.679 PHS Soccer Girls	850.69	4,232.89	(4,256.29)	827.29	(156.58)	670.71
286.0000.9701.099.799.680 PHS Softball	11,490.25	5,175.00	(8,192.52)	8,472.73	(4,823.56)	3,649.17
286.0000.9701.099.799.681 PHS Spanish Class	1,656.40	.00	(124.79)	1,531.61	.00	1,531.61
286.0000.9701.099.799.682 PHS Youth Transition Program	1,131.79	.00	(133.91)	997.88	.00	997.88
286.0000.9701.099.799.684 PHS Student Body Fee	1,385.00	14,171.00	(15,406.00)	150.00	.00	150.00
286.0000.9701.099.799.686 PHS Swim Team	1,346.24	2,920.06	(3,033.01)	1,233.29	(130.00)	1,103.29
286.0000.9701.099.799.687 PHS Tennis	6,304.25	2,856.00	(783.20)	8,377.05	(1,773.98)	6,603.07
286.0000.9701.099.799.689 PHS Theatre	1,532.74	3,617.58	(983.66)	4,166.66	(1,290.00)	2,876.66
286.0000.9701.099.799.690 PHS Track	1,262.29	305.00	(95.00)	1,472.29	(1,879.37)	(407.08)
286.0000.9701.099.799.693 PHS Volleyball	4,508.84	5,888.50	(6,328.69)	4,068.65	325.00	4,393.65
286.0000.9701.099.799.695 PHS Warrior Wellness	937.75	778.68	1,552.25	3,268.68	.00	3,268.68
286.0000.9701.099.799.696 PHS Wrestling	897.08	8,036.97	(9,450.30)	(516.25)	.00	(516.25)
286.0000.9701.099.799.697 PHS Yearbook	22,470.09	7,910.00	(13,735.37)	16,644.72	(12,472.00)	4,172.72

## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2022-2023

From: 7/1/2022

To: 6/30/2023

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.698 PHS Lagestee PTP Waiver Scholarship	5,438.90	.00	.00	5,438.90	.00	5,438.90
286.0000.9701.099.799.705 HS Student Transcript Fees	991.61	192.50	(1,139.00)	45.11	.00	45.11
286.0000.9701.099.799.708 Pool Timing System Fundraiser	.00	3,010.00	(3,812.93)	(802.93)	.00	(802.93)
<b>GRAND TOTALS</b>	207,845.14	282,488.02	(270,311.49)	220,021.67	(39,816.51)	180,205.16

End of Report

**2022 / 2023 SCHOOL YEAR**  
**ENROLLMENT FIGURES as of: April 12, 2023**

District	CPS	PES	BL	PMS	PHS	Academy	Part Time	KVCS	Part Time	
Kindergarten	108	85	4			0	1	18		
1st	111	<u>82</u>	7			1	2	19		
2nd	115	92	7			0		16		
3rd	91	73	5			2		11		
4th	119	89	<u>8</u>			2		20		
5th	115	<u>99</u>				1		15		
6th	126			113		1		12		
7th	136			112		5		19		
8th	124			<u>103</u>		5	2	14		
9th	160				132	13		15		
10th	150				123	12		15		
11th	126				92	24	1	9		
12th	103				<u>63</u>	<u>17</u>	<u>19</u>	2	2	
<b>Totals</b>		<u>167</u>	<u>353</u>	<u>31</u>	<u>328</u>	<u>410</u>	<u>83</u>	<u>25</u>	<u>185</u>	<u>2</u>

**TOTAL FULL-TIME ENROLLMENT - All Schools 1,557**

**Philomath School District 17J - 2023-2023 School Year -- Summary of Enrollment**

School	09/15	10/20	11/17	12/12	01/19	02/16	03/14	04/20	05/18	06/15
CPS	169	167	167	167	165	165	166	167		
PES	348	350	350	350	349	352	352	353		
BL	28	27	27	27	29	30	31	31		
PMS	331	330	332	329	329	333	334	328		
PHS	471	458	456	448	431	444	443	430		
Academy	57	69	70	74	82	82	81	83		
KVCS	209	204	206	199	197	194	191	185		
<b>SubTotal</b>	<b>1,613</b>	<b>1,605</b>	<b>1,608</b>	<b>1,594</b>	<b>1,582</b>	<b>1,600</b>	<b>1,598</b>	<b>1,577</b>	<b>0</b>	<b>0</b>
Part-time students	7	10	11	9	15	5	5	27		
<b>Total Enrollment</b>	<b>1,620</b>	<b>1,615</b>	<b>1,617</b>	<b>1,603</b>	<b>1,597</b>	<b>1,605</b>	<b>1,603</b>	<b>1,604</b>	<b>0</b>	<b>0</b>

**Philomath School District 17J - 2021-2022 School Year -- Summary of Enrollment**

School	09/16	10/21	11/18	12/16	01/20	02/16	03/14	04/21	05/19	06/16
CPS	159	161	161	160	162	161	162	165	167	167
PES	330	332	329	329	330	328	330	342	344	343
BL	23	22	23	22	21	21	21	22	22	23
PMS	331	331	331	332	335	336	336	338	342	342
PHS	435	411	399	392	389	384	380	389	384	381
Academy	91	93	98	107	98	105	107	96	96	103
KVCS	204	198	193	189	193	194	192	194	193	187
<b>SubTotal</b>	<b>1,573</b>	<b>1,548</b>	<b>1,534</b>	<b>1,531</b>	<b>1,528</b>	<b>1,529</b>	<b>1,528</b>	<b>1,546</b>	<b>1,548</b>	<b>1,546</b>
Part-time students	1	14	11	25	29	29	30	12	11	10
<b>Total Enrollment</b>	<b>1,574</b>	<b>1,562</b>	<b>1,545</b>	<b>1,556</b>	<b>1,557</b>	<b>1,558</b>	<b>1,558</b>	<b>1,558</b>	<b>1,559</b>	<b>1,556</b>





# Philomath Public Schools

Benton County School District 17J, 1620 Applegate Street, Philomath OR 97370 (541) 929-3169

## PHS Exterior Painting

### Action item: Board Approval for Painting project

The Philomath High School needs to have the entire exterior re-painted to maintain the integrity of the siding. This project includes building preparation, replacing sealant between the tip up panels, staining wood areas, sealing metal siding areas, sealing brick areas, re-painting all painted surfaces. The color scheme will match the existing scheme.

The facility maintenance crew is currently working on replacing siding on areas that are needed due to age and wear. The siding replacement will be complete prior to painting.

Joey Digiovannangelo, Facilities Director, solicited bids from commercial painting contractors. The recommendation is to use Mikowski Painting Co. for the project.

This project will be included in the 2023-24 Fiscal year General Fund budget.

### Bid Results and Recommendation

	<u>Bid Amount</u>
Mikowski Painting Co.	\$121,000
Bid B	\$155,750
Bid C	\$196,991

Thank you for your review of the project summary, we look forward to your approval. If approved the project work is estimated to begin in July 2023.



# Philomath School District 17J

Code: AC-AR  
Revised/Reviewed: 11/17/05; 10/18/18  
Orig. Code: AC-AR

## Discrimination or Harassment Complaint Procedure

~~{Required AR. OAR 581-022-2370 requires districts to have complaint procedures, including for complaints of discrimination. Federal law also requires discrimination complaint procedures.}~~  
Any person, including students, staff, visitors and third parties, may file a complaint.

Formal Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

- Step 1 Complaints may be oral or written and must be filed with the building principal. Any staff member that receives an oral or written complaint shall report the complaint to the building principal. The building principal shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 school days of receipt of the complaint.
- Step 2 If the complainant wishes to appeal the decision of the principal, the complainant, ~~he/she~~ may submit a written appeal to the superintendent within five school days after receipt of the building principal's response to the complaint. The superintendent ~~{or designee}~~ shall review the principal's decision within ~~{five}~~ school days and may meet with all parties involved. The superintendent ~~{or designee}~~ will review the merits of the complaint and the principal's decision. The superintendent ~~{or designee}~~ will ~~and~~ respond in writing to the complainant within 10 school days.
- Step 3: If the complainant is not satisfied with the decision of the superintendent ~~{or designee}~~, a written appeal may be filed with the Board within five school days of receipt of the superintendent's ~~{or designee's}~~ response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, ~~the~~ The Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within ~~{30}~~ calendar ~~10~~ days of receipt of the appeal by the Board ~~this meeting~~.

If the principal is the subject of the complaint, the individual may start at step 2 and should file a complaint with the superintendent ~~{or designee}~~.

If the superintendent is the subject of the complaint, the complaint may start at step 3 and should be referred to the Board chair. ~~on behalf of the Board~~. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at step 3 and should be ~~submitted~~ ~~made~~ to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at ~~Step~~ ~~step~~ 3 and be ~~referred~~ ~~made~~ directly to the Board vice chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing, but will not be longer than 30 days from the date of the submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

~~Timelines may be extended based upon mutual consent of both parties in writing.~~

If the complainant, is a person who resides in the district, is a parent or guardian of a student who attends school in the district or is a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, ~~or 90 days, whichever occurs first,~~ he/she may appeal<sup>1</sup> the district's final decision ~~in writing~~ to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) ~~581-021-0049~~ 581-002-0001 – 581-002-0023.

### **Charter Schools of which the District Board is a Sponsor**

{The district Board, {through its charter agreement with King's Valley Charter School, }~~{through a board resolution}~~{through this administrative regulation}, will review an appeal of a decision reached by the Board of King's Valley Charter School, on a complaint alleging violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative 581-021-0045 or 581-021-0046 (Discrimination). A complainant may appeal and will submit to the {superintendent} ~~{Board chair}~~ on behalf of the district Board within {30} days of receipt of the decision from the public charter school board. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.}

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<sup>1</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

OR

~~[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this administrative regulation], will not review an appeal of a decision reached by the Board of the [name of public charter school] on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of [name of public charter school] as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001–581-002-0023.]~~



This complaint form should be mailed or submitted to the supervising administrator.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints 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.

# Philomath School District 17J

Code: EFA  
Adopted: 11/15/18

## Local Wellness Program

*{Title 7 C.F.R. 210.31(a) requires local education agencies to “establish a local school wellness policy for all schools participating in the National School Lunch and/or School Breakfast Program...”. The law describes the policy as “a written plan that includes” various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district’s plan. Previously these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the model policy, therefore OSBA recommends deleting the AR if the district previously included it in the board’s policy manual. Districts should consult with stakeholders in the process of adoption and incorporate language that meets the unique needs of the district.}*

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental, and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board’s commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff, and establishing liaisons with nutrition service providers, as appropriate.

~~[The district input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update creation of the local wellness policy.] The superintendent or designee will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.~~

### ~~WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT~~

#### ~~Implementation Plan~~

The district shall ~~develop and maintain a plan to~~ manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

#### ~~Delineating~~

~~The plan will:~~

~~4.1. Delineate~~ roles, responsibilities, actions and timelines specific to each school;

Local Wellness Program – EFA

1-12

- 5.2. ~~Generating and disseminating~~ ~~Include~~ information about who will be responsible to make what change, by how much, where and when;
- 6.3. ~~Establishing~~ ~~Include specific goals and objectives for nutrition~~ standards for all foods and beverages provided (but not sold) to students during the school day ~~available~~ on participating school campuses;
- 7. ~~Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating~~ ~~the school~~ campuses that meet state and federal nutrition standards for NSLP ~~campus~~, and SBP, competitive foods, permit ~~in food and beverage~~ marketing of same that meets the competitive food nutrition standards, and promotes student health ~~;~~ and ~~reduces child obesity~~;
- 8.4. ~~Include specific goals~~ and
- 9.5. ~~Establishing specific goals~~ ~~objectives~~ for nutrition promotion and education, physical activity ~~;~~ physical education] and other school-based activities that promote student wellness.

The ~~In an effort to measure the implementation of this policy, the~~ Board designates the ~~[superintendent]~~ [principal(s)] to ~~as the person who will~~ be responsible for ensuring each school meets the goals outlined and complies with ~~in~~ this policy.

### ~~[Record Keeping~~

The district will retain the following records to document compliance with the ~~local wellness policy requirements of the wellness policy~~ at the district's administrative offices:

- 1. ~~The written~~ ~~local~~ wellness policy;
- 2. ~~Documentation to demonstrate~~ ~~demonstrating that~~ the policy has been made available to the public;
- 3. ~~Documentation of efforts to review and update the local wellness policy, including an indication of who participates~~ ~~is involved~~ in the update and the methods the district uses to make stakeholders aware of their ability to participate;
- 4. ~~Documentation to demonstrate compliance with the annual public notification requirements~~;
- 5. ~~Documentation of the district's~~ ~~The~~ most recent assessment on the implementation of the local wellness policy; ~~and~~
- 6. ~~Documentation to demonstrate~~ ~~demonstrating~~ the most recent assessment on the implementation of the local wellness policy has been made available to the public. ~~]~~

### ~~Annual~~ Notification of Policy

The district will ~~inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if~~ ~~make~~ available, ~~to~~ the most recent ~~public annually, an~~ assessment of the implementation, ~~including the extent to which the schools are in compliance with policy, how the policy compares to model policy~~ and a description of the progress being made in attaining the goals of the policy. The district will ~~make this~~

~~information available through the district website and/or districtwide communications. The district will also~~ publicize the name and contact information of the district or school official(s) leading and coordinating the policy and, ~~as well as~~ information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

### Triennial Progress Assessments

At least once every three years, the district will evaluate ~~compliance with the local wellness policy, to assess~~ the implementation of ~~this~~ the policy and its progress with ~~produce~~ a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model local school wellness policy<sup>{1}</sup>; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will ~~publish~~ ~~actively notify households/families of the availability of~~ the triennial progress report on the district website when available. -

### Revisions and Updating the Policy

The district will update or modify the ~~local wellness~~ policy based on ~~the~~ results of the ~~and triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the~~ triennial assessment.

### Community Involvement, Outreach and Communications (Review of, and Updating Policy)<sup>{2}</sup>

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy, ~~through a variety of means appropriate for the district.~~ The district will communicate information about opportunities [in community news, on the district's website, on school websites, and/or in district or school communications]. The district will ~~also~~ ensure that communications are culturally and linguistically appropriate to the community, ~~and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.~~

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

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<sup>1</sup> {Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

<sup>2</sup> {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#).}



## ~~[Wellness Advisory Committee<sup>{3}</sup>]~~

~~The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.~~

~~The district will publicize information about the wellness advisory committee [in community news, in communications to parents, and/or on websites operated by the district] to communicate to parents, students and the community at large to explain the committee's purpose, process and an invitation to volunteer.~~

- ~~1. The wellness advisory committee membership will include, to the extent possible, but not be limited to:
  - a. Parents, caregivers and students;
  - b. Representatives of the school nutrition program (e.g., school nutrition director);
  - c. Physical education and/or health education teachers;
  - d. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);
  - e. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);
  - f. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);
  - g. Board members;
  - h. Supplemental Nutrition Assistance Program (SNAP) education coordinators;
  - i. Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and
  - j. Members of the general public.~~
- ~~2. The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.~~
- ~~3. The wellness advisory committee will meet [four] times per year to review of the local wellness policy.~~
- ~~4. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school's compliance with the policy.~~

~~The district will create building level committees to establish school specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.~~

## **NUTRITION PROMOTION AND NUTRITION EDUCATION**

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and, by creating food environments that support encourage healthy nutrition choices and by encouraging participation in school meal programs.

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<sup>3</sup> {A Wellness Advisory Committee is not required. If the district chooses to have a committee, the district should amend the language here to establish the membership and responsibilities of the committee. [School Wellness Committee Toolkit](#) published by the Alliance for a Healthier Generation}

Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

[Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.]

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. — {<sup>4</sup>} [Students and staff will receive consistent nutrition messages throughout the school environment;
2. — Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program [ (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating) ], and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. — Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. — Teachers will receive curriculum-specific training;
5. — Parents and families are encouraged through school communications to send healthy snacks/meals and [reusable] water bottles with their student to school;
6. — Families and community organizations are involved, to the extent practicable, in nutrition education;
7. — Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
8. — Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.]

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

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<sup>4</sup> {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(e)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

1. ~~{<sup>5</sup>} [Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;~~
2. ~~Information about availability and location of a Summer Food Service Program (SFSP) is distributed;~~
3. ~~Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent teacher conferences;~~
4. ~~Families are invited to attend exhibitions of student nutrition projects or health fairs;~~
5. ~~Physical activity is a planned part of all school community events.]~~

## School Meals

[Schools

~~All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s); programs, administered through the Oregon Department of Education (ODE)[.] [which may include), including the National School Lunch Program (NSLP[, ] [and] [ ], the School Breakfast Program (SBP,] [ ], Fresh Fruit & Vegetable Program (FFVP),] [After School Snack Program (ASSP),] [ ], Special Milk Program (SMP),] [ ], Summer Food Service Program (SFSP),] [Supper programs] [or others.] [ ]. The district also operates additional nutrition related programs and activities including Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab ‘n’ Go Breakfast.] The district’s available meal~~

## Staff Qualifications and Professional Development

~~All school nutrition program(s) directors, managers and staff will operate to meet meal pattern or exceed hiring and annual continuing education/training requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.~~

~~The [principal(s)] District will support nutrition and food services operation as addressed in Board policy EFAA – District [USDA Professional Standards for Child Nutrition and Food Services](#) and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs [Professionals](#).~~

## Water

~~Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.]~~

## Competitive Foods and Beverages

~~The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or~~

<sup>5</sup> {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence based strategies and techniques” (7 CFR 210.31(e)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

exceed ~~the nutrition standards set by the USDA and the Oregon~~ Smart Snacks Standards<sup>6</sup>. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, ~~and~~ snack or food carts and fund raising.

### **Celebrations and Rewards/~~Incentives~~**

All foods and beverages offered on the school campus ~~[will meet or exceed]~~ ~~[are encouraged to meet]~~ the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. ~~[Food will not be used as a reward or incentive.] [This information will be conveyed to staff and parents.],~~ ~~rewards and incentives.~~

### **~~Fund Raising~~**

~~Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the [principal] for approval before starting.]~~

### **Food and Beverage Marketing in Schools**

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards ~~for competitive foods~~ set by the USDA ~~and the Oregon Smart Snacks Standards.~~

~~[The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.]~~

~~“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.~~

### **PHYSICAL ACTIVITY**

~~AND Physical EDUCATION activity should be included in the school’s daily education program for grades pre K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.~~

~~A~~  
~~The Board realizes that a~~ quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ~~the~~ ODE’s physical education content standards and state law.

Physical activity should be included in the school’s daily education program for grades ~~[pre-]K~~ through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

<sup>6</sup> Oregon Department of Education, [Oregon Smart Snacks Standards](#)

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. ~~{<sup>7</sup>}~~ Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
2. ~~Staff encourages and provides support for parental involvement in their children's physical education;~~
1. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
2. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
3. ~~{<sup>8</sup>}~~ Every public school student in [pre-]kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade [~~5~~][~~6~~] shall participate for a least 150 minutes during each school week, and students in grades [~~6~~][~~7~~] through 8 for at least 225 minutes per school week;
4. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
5. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
6. ~~{<sup>9</sup>}~~ At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;
7. ~~Physical activity is a planned part of all school community events;~~
8. ~~Materials promoting physical activity are sent home with students and published on the district website.]~~

~~{<sup>10</sup>}~~ A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them

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<sup>7</sup> ~~{The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(e)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}~~

<sup>8</sup> ~~{Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select "5" in the first bracket and "6" in the second bracket. If the district operates K-6 elementary schools, select "6" in the first bracket and "7" in the second bracket.}~~

<sup>9</sup> ~~{This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}~~

<sup>10</sup> ~~{This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}~~

from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.]

### **Other Activities that Promote Student Wellness**

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. ~~[Scoliosis screenings;~~
2. ~~Safe Routes to Schools Program;~~
3. ~~Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);~~
4. ~~Nonfood related fund raisers;~~
5. ~~Physical activity energizers during transitions from one subject to another;~~
6. ~~Intramural sports;~~
7. ~~Monthly/Weekly school walks;~~
8. ~~Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;~~
9. ~~Use of alternates to food as rewards in the classroom;~~
10. ~~Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school and community based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;~~
11. ~~Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);~~
12. ~~Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;~~
13. ~~Include wellness as a standing agenda item for school based meetings (e.g., staff meetings, site council meetings, PTO).]~~

### ~~[<sup>++</sup>] **Employee Wellness**~~

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~~<sup>++</sup> (This language is optional and is not required by state or federal law.)~~

{12}

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success, and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee

**Other Activities that Promote Student Wellness** Program may include

The district will integrate wellness activities throughout the following: entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

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<sup>12</sup> {CDC resources for [school employee wellness](#) and [workplace health promotion](#)}

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).]

#### {DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing”<sup>[13]</sup> is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”<sup>14</sup> means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].

“School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.]

END OF POLICY

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#### Legal Reference(s):

[ORS 327.531](#)  
[ORS 327.537](#)

[ORS 329.496](#)  
[ORS 332.107](#)

[ORS 336.423](#)

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<sup>13</sup> [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

<sup>14</sup> Oregon Department of Education, [Oregon Smart Snacks Standards](#)



[OAR 581-051-0100](#)  
[OAR 581-051-0305](#)

[OAR 581-051-0306](#)  
[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).  
National School Lunch Program, 7 C.F.R. Part 210 (2022).  
School Breakfast Program, 7 C.F.R. Part 220 (2022).

**Cross Reference(s):**

EFAA - District Nutrition and Food Services

# Philomath School District 17J

Code: IGBAF-AR  
Adopted: Unknown  
Revised/Readopted: 8/19/19; 6/16/22  
Orig. Code: IGBAF-AR

## Special Education - Individualized Education Program (IEP)\*\*

### 1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
  - (1) Before special education and related services are provided to a student;
  - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and  
Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
  - (1) The Oregon standard IEP; or
  - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
  - (1) The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- d. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- e. The district ensures that each teacher and service provider is informed of:
  - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
  - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews. The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

The district provides a copy of the IEP to the parents at no cost.

### 2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.

- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

### 3. IEP Team Members

- a. The district's IEP team members include the following:
  - (1) The student's parent(s);
  - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
  - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
  - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
  - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
  - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
  - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
  - (1) Whenever appropriate, the student with a disability is a member of the team.
  - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
  - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the

district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
  - (1) The parent and the district consent in writing to the excusal;
  - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
  - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
  - (1) A statement of the student's present levels of academic achievement and functional performance that:
    - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
    - (b) Describes the results of any evaluations conducted, including functional and developmental information;
    - (c) Is written in language that is understood by all IEP team members, including parents;
    - (d) Is clearly linked to each annual goal statement;
    - (e) Includes a description of benchmarks or short-term objectives for children students with disabilities who take alternative assessments aligned to alternate achievement standards.

- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
  - (a) Meet the student’s needs that are present because of the disability, or because of behavior that interferes with the student’s ability to learn, or impedes the learning of other students;
  - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
  - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
  
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
  - (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
  - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.

A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
  
- (4) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
  - (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
  - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
  
- (5) A statement describing how the district will measure student’s progress toward completion of the annual goals and when periodic reports on the student’s progress toward the annual goals will be provided.

## 6. Individualized COVID-19 Recovery Services<sup>1</sup>

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

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<sup>1</sup> The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

- a. Special education and related services;
- b. Supplementary aides and services;
- c. Additional or intensified instruction;
- d. Social emotional learning support; and
- e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

- f. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
- g. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
- h. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

- a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
- b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

- a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
- b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services

- c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

## 7. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and ~~upon request~~, provides the parent with a revised copy of the IEP with the changes incorporated.

## 8. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
  - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
  - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
  - (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:

- (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
- (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
- (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
- (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
- (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
- (6) A statement of any device or service needed for the student to receive a free appropriate public education(FAPE).

d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
  - (a) Appropriate measurable postsecondary goals based upon age -appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
  - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411~~441~~-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and



- (2) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
5. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

9. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
  - (1) Participation of students with disabilities in state and districtwide assessment; and
  - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

10. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
  - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
  - (2) Identified in the student's IEP; and
  - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
  - (a) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
  - (b) If no documented evidence, on predictions according to the professional judgment of the team.

“Regression” means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.

“Recoupment” means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

11. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

12. Transfer Students

- a. **In** state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in **the OARs** [Oregon Administrative Rules](#).
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

# Philomath School District 17J

Code: IGBHD  
Adopted: 5/18/00  
Revised/Readopted: 11/18/19  
Orig. Code: IGBHD

## Program Exemptions

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

The district may ~~shall~~ excuse students from a state -required program or learning activity for reasons of religion, ~~, where necessary, to accommodate student~~ disability<sup>1</sup> or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the ~~[teacher or principal]~~, ~~or religious beliefs.~~

The district will determine if credit will be granted for any alternative activity. ~~The district approves for students an alternative program to the state required program or leaning activity.~~

~~Approval of an alternative shall be based upon:~~

- ~~1. A written statement from the student's parent or guardian of the anticipated educational advantages which will result from the alternative.~~
- ~~2. An evaluation which establishes that the alternative is consistent with the student's educational progress and career goals~~
- ~~3. Other information as requested by the Board.~~
- ~~4.1. Upon completion of the alternative, credit is granted to the student.~~

END OF POLICY

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### Legal Reference(s):

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

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

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

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

**Cross Reference(s):**

IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education  
JED - Student Absences and Excuses

# Philomath School District 17J

Code: IKC  
Adopted: 4/19/01  
Revised/Readopted: 10/21/19  
Orig. Code: IKC

## Class Rankings

In the interest of encouraging and recognizing outstanding academic achievement, a valedictorian will be selected for each graduating class.

The district's valedictorian may be permitted to speak as part of the district's planned graduation program at the discretion of the ~~building principal~~ selection committee, as described in the Student Handbook. All speeches must be reviewed and approved in advance by the building principal or designee. Titles and privileges granted to students designated as valedictorian may be denied and/or revoked for violation of Board policy, administrative regulation or school rule.

The valedictorian will be selected according to the following procedure:

1. The students will be considered eligible for valedictorian status based on ~~the highest grade point average~~ a 4.0 GPA, as computed at the end of ~~eleven trimesters~~ ~~seven semesters~~ of high school work. Valedictorian status will be confirmed at the end of ~~twelve trimesters~~ ~~eight semesters~~.
2. A valedictorian must achieve an Honors Diploma and any additional requirements outlined in the student handbook.
3. In case of a tie for valedictorian, co-valedictorians will be honored.
4. Foreign exchange students will not be considered in computing class rank and therefore will not be eligible for any academic honors.
5. To be eligible for valedictorian, a student must be enrolled at Philomath High School prior to and continuously following the 10th' school day of the student's senior year.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 336.179](#)

Shorb v. Grotting and Powers Sch. Dist., Case No. 00 CV-0255 (Coos County Circuit Ct.) (2000).

### Cross Reference(s):

IKFB - Graduation Exercises

# Philomath School District 17J

Code: IKF  
Adopted: 12/13  
Revised/Reviewed: 04/20/2023  
Orig. Code: IKF

## Graduation Requirements\*\*

The Board establishes graduation requirements for 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 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 child<sup>1</sup>;
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 an educational program<sup>2</sup> in this state ~~another district or public charter school~~, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state ~~district or public charter school~~.

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

## Diploma

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

Content Area	Required Credits	Requirements
Language Arts	4 credits	Written Composition (1 credit)
Mathematics	3 credits	Algebra I (1 credit) and higher than Algebra 1 (2 credits)
Science	3 credits	Integrated Science (1 credit) and Biology (1 credit)
Social Science <sup>3</sup>	3 credits	American Government (1 credit) and US History (1 credit)
Art, CTE, and/or World Language <sup>4</sup>	3 credits	
Health	1 credit	
Personal Finance	0.5 credits	
Physical Education	1 credit	Freshman PE (0.5 credits)
Personalized Learning	0.5 credits	
Electives	5 credits	

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

In addition to credit requirements, as outlined in OAR 581-022-2010, each student shall be provided the opportunity to develop an education plan and build an education profile (in grades 7-12, with adult guidance).

To receive a diploma, as outlined in OAR 581-022-2115, a student must<sup>5</sup>:

1. Read and comprehend a variety of text;
2. Write clearly and accurately; and
3. Apply mathematics in a variety of settings.

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<sup>3</sup> Civics becomes a half-credit requirement, beginning on January 1, 2026 (ORS 329.451).

<sup>4</sup> "World Language" includes sign language, heritage language, and languages other than a student's primary language.

<sup>5</sup> Demonstrating proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2022-2023 or 2023-2024 school year, as per Senate Bill 744 (2021).

## Honors Diploma

A high school honors diploma will be award to students in grades 9 through 12 who complete 26 credits which include the following:

Content Area	Required Credits	Requirements
Language Arts	4 credits	Written Composition (1 credit)
Mathematics	4 credits	Algebra I (1 credit) and higher than Algebra 1 (3 credits)
Science	3.5 credits	Integrated Science (1 credit) and Biology (1 credit)
Social Science <sup>6</sup>	3.5 credits	American Government (1 credit), US History (1 credit), and Senior Social Studies (1 credit)
Art, CTE, and/or World Language <sup>7</sup>	3 credits	Two (2) credits in same World Language
Health	1 credit	
Personal Finance	0.5 credits	
Physical Education	1 credit	Freshman PE (0.5 credits)
Personalized Learning	0.5 credits	
Electives	5 credits	

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

In addition to credit requirements, as outlined in OAR 581-022-2010, each student shall be provided the opportunity to develop an education plan and build an education profile (in grades 7-12, with adult guidance).

To receive an Honors Diploma, students must meet the following in addition to credit requirements listed above.

1. Accumulative GPA of 3.5 or higher at time of graduation;
2. Completion of the SAT, ACT, and/or ASVAB test.
3. Student must take math during at least the first three years of high school. Math level must be at least through Pre-Calculus.
4. Student must complete two years of the same World Language.
5. Student may not have any Pass/ No Pass grades.

<sup>6</sup> Civics becomes a half-credit requirement, beginning on January 1, 2026 (ORS 329.451).

<sup>7</sup> "World Language" includes sign language, heritage language, and languages other than a student's primary language.



To receive a diploma, as outlined in OAR 581-022-2115, a student must<sup>8</sup>:

1. Read and comprehend a variety of text;
2. Write clearly and accurately; and
3. Apply mathematics in a variety of settings.

### Valedictorian Diploma

A high school valedictorian diploma will be award to students in grades 9 through 12 who complete 28 credits which include the following:

Content Area	Required Credits	Requirements
Language Arts	4 credits	Written Composition (1 credit)
Mathematics	4 credits	Algebra I (1 credit) and higher than Algebra 1 (3 credits)
Science	4 credits	Integrated Science (1 credit) and Biology (1 credit)
Social Science <sup>9</sup>	3.5 credits	American Government (1 credit), US History (1 credit), and Senior Social Studies (1 credit)
Art, CTE, and/or World Language <sup>10</sup>	3 credits	Two (2) credits in same World Language
Health	1 credit	
Personal Finance	0.5 credits	
Physical Education	1 credit	Freshman PE (0.5 credits)
Personalized Learning	0.5 credits	
Electives	6.5 credits	

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

In addition to credit requirements, as outlined in OAR 581-022-2010, each student shall be provided the opportunity to develop an education plan and build an education profile (in grades 7-12, with adult guidance).

<sup>8</sup> Demonstrating proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2022-2023 or 2023-2024 school year, as per Senate Bill 744 (2021).

<sup>9</sup> Civics becomes a half-credit requirement, beginning on January 1, 2026 (ORS 329.451).

<sup>10</sup> “World Language” includes sign language, heritage language, and languages other than a student’s primary language.

To receive a Valedictorian Diploma, students must meet the following in addition to credit requirements listed above.

1. Highest accumulative GPA at time of graduation;
2. Completion of the SAT, ACT, and/or ASVAB test.
3. Student must take at least 2 Advanced Placement (AP) classes or Associate of Arts Oregon Transfer (AAOT) courses.
4. Student must take math during at least the first three years of high school. Math level must be at least through Pre-Calculus.
5. Student must complete two years of the same World Language.
6. Student may not have any Pass/ No Pass grades.

To receive a diploma, as outlined in OAR 581-022-2115, a student must<sup>11</sup>:

4. Read and comprehend a variety of text;
5. Write clearly and accurately; and
6. Apply mathematics in a variety of settings.

### 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 diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. 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:

Content Area	Required Credits	Requirements
Language Arts	3 credits	
Mathematics	2 credits	
Science	2 credits	
Social Science	2 credits	
Art, CTE, and/or World Language <sup>12</sup>	1 credits	Two (2) credits in same World Language
Health	1 credit	
Personal Finance	0.5 credits	

<sup>11</sup> Demonstrating proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2022-2023 or 2023-2024 school year, as per Senate Bill 744 (2021).

<sup>12</sup> “World Language” includes sign language, heritage language, and languages other than a student’s primary language.

Physical Education	1 credit	Freshman PE (0.5 credits)
Electives	11.5 credits	

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

In addition to credit requirements, as outlined in OAR 581-022-2010, each student shall be provided the opportunity to develop an education plan and build an education profile (in grades 7-12, with adult guidance).

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in 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 their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student’s progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified 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 to revise a modified diploma decision.

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

Beginning in grade five 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:

Content Area	Required Credits	Requirements
Language Arts	2 credits	
Mathematics	2 credits	
Science	2 credits	
Social Science	3 credits	
Art or World Language <sup>13</sup>	1 credits	
Health	1 credit	
Physical Education	1 credit	

- a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language.
2. Have a documented history of:
    - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
    - b. A medical condition that creates a barrier to achievement; or
    - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five 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.

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<sup>13</sup> "World Language" includes sign language, heritage language, and languages other than a student's primary language.

## **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 requirements established by the district.

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

## **Other District Responsibilities**

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.

The district may not deny a student 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 who 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 shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of 4 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. 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 consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or 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 may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form<sup>14</sup> and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

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

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)  
  
[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)

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

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.  
Senate Bill 1522 (2022).

**Cross Reference(s):**

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<sup>14</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

DRAFT

# Philomath School District 17J

Code: JFCF-AR  
Revised/Reviewed: 2/17/15; 12/16/19  
Orig. Code: JFCF-AR

## Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence Reporting Procedures – Student

~~*{Required AR. ORS 339.256(2)(g) requires districts to have procedures outlining the response to reports of harassment, intimidation or bullying or an act of cyberbullying.}*~~

The building principal has 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 report presented.

All 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, or incidents of teen dating violence (e.g., complaints, rumors) shall be presented to the building principal. Reports against the principal shall be filed with the superintendent. 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 building principal receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The building principal will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The building principal conducting the investigation shall notify the 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 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 person making the report is not satisfied with the decision at Step 2, 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 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 ~~person making the report regarding the~~ appeal within 10 working days.

Step 4 If the 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

Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence Reporting Procedures - Student – JFCF-AR



the person making the report shall be given an opportunity to present the report. The Board shall provide a written decision to the person making the report within ~~{30}~~10 working days of receipt following completion of the appeal by the Board. ~~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, ~~in a Board meeting.~~ 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. A final decision will be made within ~~{30}~~days of receipt of the report.

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 ~~in a Board meeting.~~ 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. . A final decision will be made within ~~{30}~~ days of receipt of the report.

Reports against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the report to the Board ~~in a Board meeting.~~ 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. . A final decision will be made within ~~{30}~~days of receipt of the report.

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, or cyberbullying, or incidents of teen dating violence and documentation will be maintained as a confidential file in the district office.

# Philomath School District 17J

Code: JGE  
Adopted: 12/16/19

## Expulsion\*\*

(see proposed updated version)

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
4. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
5. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearing officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service<sup>1</sup> or by certified mail<sup>2</sup> at least five days prior to the scheduled hearing. Notice shall include:
  - a. The specific charge or charges;
  - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
  - c. A recommendation for expulsion;

<sup>1</sup> The person serving the notice shall file a return of service. (OAR 581-021-0070)

<sup>2</sup> When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

- d. The student's right to a hearing;
- e. When and where the hearing will take place; and
- f. The right to representation.
6. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;
7. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;
8. In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator;
9. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent. The district's attorney may be present;
10. The student shall be afforded the right to present his/her version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
11. The student shall be permitted to be present and to hear the evidence presented by the district;
12. The hearings officer or the student may record the hearing;
13. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
14. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;
15. If the Board has delegated authority to the superintendent or designee to act as the hearings officer, the superintendent may designate him or herself, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;

16. A Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
- a. The name of the minor student;
  - b. The issues involved, including a student's confidential medical record and that student's educational program;
  - c. The discussion;
  - d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative education programs have been made.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660](#)  
[ORS 332.061](#)  
[ORS 336.615 - 336.665](#)  
[ORS 339.115](#)  
[ORS 339.240](#)  
[ORS 339.250](#)  
[OAR 581-021-0050 - 021-0075](#)

**Cross Reference(s):**

JG - Student Discipline

# Philomath School District 17J

Code: JGE  
Adopted:

## Expulsion\*\*

*{Required policy: ORS 339.250(2) and OAR 581-021-0070 require policies on expulsion.}*

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's conduct have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Non-accidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

*{Choose one of the following two options.}*

~~{The Board delegates the authority to decide on an expulsion to the superintendent.}†~~ The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a



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~~†The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.}~~

final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.}

***OR***

~~[When a recommendation for expulsion is made, the Board will meet and review the recommendation. The Board will hold or arrange for the expulsion hearing unless it has been waived.~~

~~If the Board is conducting the expulsion hearing, the Board may designate a Board member or a third party to run the hearing. The superintendent will provide relevant information to the Board, including the superintendent's recommendation and duration on disciplinary action.<sup>2</sup> This information will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. The Board will make the final decision regarding the expulsion.]~~

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service<sup>3</sup> or by certified mail<sup>4</sup> at least ~~{five}~~ days prior to the scheduled hearing. Notice shall include:
  - a. The specific charge or charges and the specific facts which support the charge or charges;
  - b. A statement of intent to consider the charges as reason for expulsion;
  - c. The student's right to a hearing;
  - d. When and where the hearing will take place; and
  - e. The student may be represented by counsel or other persons.
2. If the parent or student does not understand the English language, the district will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student;
3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, parent or other person. The district's attorney may be present;
4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
5. The student shall be permitted to be present and to hear the evidence presented by the district;

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<sup>2</sup> Evidence may include the relevant past history and student education records.

<sup>3</sup> The person serving the notice shall file a return of service. (OAR 581-021-0070)

<sup>4</sup> When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)



6. The hearings officer or the student may record the hearing;
7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
  - a. The name of the minor student;
  - b. The issues involved, including a student's confidential records;
  - c. The discussion;
  - d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification.

END OF POLICY

**Legal Reference(s):**

[ORS 192.660](#)  
[ORS 332.061](#)  
[ORS 336.615 - 336.665](#)

[ORS 339.115](#)  
[ORS 339.240](#)  
[ORS 339.250](#)

[OAR 581-021-0050 - 021-0075](#)

O  
S  
E  
D

# Philomath School District 17J

Code: KL-AR(1)

Revised/Reviewed: 2/24/20

## Public Complaint Procedure

~~{Highly Recommended AR. OAR 581-022-2370 requires districts to have a complaint procedure.}~~

A parent or guardian of a student attending a school in the district a person who resides in the district, a staff member, or a student who wishes to express a concern should discuss the matter with the school employee involved.

### The Administrator or Supervisor: Step One

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the administrator or supervisor within five working days of the employee's response. The administrator or supervisor shall evaluate the complaint and render a decision within five working days after receiving the complaint. (A form is available, but is not required.)

### The Superintendent: Step Two

If Step One does not resolve the complaint, within 10 working days of the written response from the administrator or supervisor, the complainant may file a written, signed complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of their findings and conclusion, and provide the report <sup>[1]</sup>in writing or in an electronic form to the complainant within 10 working days after receiving the written complaint.

### The Board: Step Three

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as the district's final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues.

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<sup>1</sup> {If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).}



If the Board chooses not to hear the complaint, the superintendent's decision in Step Two is final<sup>[2]</sup>.

~~The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.~~

The complainant shall be informed in writing or in electronic form of the Board's decision within ~~{30}{<sup>3</sup>}~~20-days from the receipt~~hearing~~ of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

The timelines may be extended upon written agreement between the district and the complainant.

The district's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant, who is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may appeal<sup>4</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon OARs 581-002-0001 – 581-002-0023.

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, ~~within 20 days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~{30}~~ days of receipt of the request to place the complaint on the Board agenda. ~~10 days.~~ The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board ~~in a Board meeting~~. 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. The Board shall decide, ~~within 20 days,~~ in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. A final written decision regarding the complaint shall be issued by the Board within ~~{30}~~10-days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board ~~in a Board~~

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<sup>2</sup> [If the Board choose to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]

~~<sup>3</sup> In a complaint process with more than one step, a written decision should be issued within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step.~~

<sup>4</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

meeting. ~~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. The Board shall decide, within 20 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [30]10 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.~~

Complaints against the Board chair may be referred directly to the district counsel or Board vice chair on behalf of the Board. The district counsel or Board vice chair shall present the complaint to the Board in a Board meeting. 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. The Board shall decide, within 20 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [30]10 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

### ~~{{5}Charter Schools of which the District Board is a Sponsor~~

~~The appeal of a complaint from a public charter school to be reviewed by the district Board will be presented by the Board chair and reviewed by the Board at a Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board will review the appeal and make a decision about appropriate action, which may include, but is not limited to, holding a hearing, requesting information, and recognizing the decision reached by the public charter school board. A decision will be reached, in open session, unless allowed in executive session. A final written decision regarding the appeal shall be issued by the district Board within [30] days of receipt of the complaint. The written decision of the district Board will address each allegation in the complaint and include reasons for the district Board's decision.]~~

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<sup>5</sup> If the district Board elects to hear appeals on public charter school complaints for which the district Board has jurisdiction, as decided by statements in the charter agreement, Board policy, or a board resolution, this language is recommended for this administrative regulation to delineate the process.}

**Philomath School District 17J**  
**COMPLAINT FORM**

To:  Employee\*  Administrator/Supervisor\*  Superintendent  Board chair  Board vice chair \*  
Form available but is not required.

Person Making Complaint \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

Nature of Complaint \_\_\_\_\_

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

Who should we talk to and what evidence should we consider? \_\_\_\_\_

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

Suggested solution/resolution/outcome: \_\_\_\_\_

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

Signature of Complainant: \_\_\_\_\_ Date: \_\_\_\_\_

.....

**Office Use**

Disposition of Complaint: \_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

cc: District Office

Calendar Key	
IS	Staff Inservice Days
(	First Day for 2 <sup>nd</sup> , 6 <sup>th</sup> , and 9 <sup>th</sup> Grade
((	First Day for 3-5, 7-8, & 10-12.
	Early Release for Students
	1/2 Day School/ 1/2 Day C/G/A
	No Students – C/ G/ A
	No School (or Holiday)
MU	Inclement Weather Make-Up

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	IS	IS		

September 2023						
S	M	T	W	T	F	S
					IS	2
3	H	(5	((6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
13 <sup>th</sup> : Elem (NC); Sec (C/G)						

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	H	11
12	13	14	15	16	17	18
19	20	21	N	H	H	25
26	27	28	29	30		
3 <sup>rd</sup> : Elem (C/G); Sec (NC)						

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	Winter Break					23
24	Winter Break					30
31						

January 2024						
S	M	T	W	T	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	MU	17
18	MU	20	21	22	23	24
25	26	27	28	29		

March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	Spring Vacation					30
31						

April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	MU	25
26	H	28	29	30	31	

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	G
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Dates to Remember:

- October 12-13: Secondary (6-12) Conferences
- November 2-3: Elementary (K-5) Conferences
- November 2: End of Q1 – 42 Days
- November 30: End of T1 – 57 Days
- January 26: End of S1/ Q2 – 84 Days/ 42 Days
- March 14: End of T2 – 59 Days
- April 11: End of Q3 – 46 Days
- June 13: End of Q4 – 43 Days
- June 14: End of T3 – 57 Days

Calendar Key	
IS	Staff Inservice Days
(	First Day for 2 <sup>nd</sup> , 6 <sup>th</sup> , and 9 <sup>th</sup> Grade
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	Early Release for Students
	½ Day School/ ½ Day C/G/A
	No Students – C/ G/ A
	No School (or Holiday)
MU	Inclement Weather Make-Up

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	IS	IS		

September 2023						
S	M	T	W	T	F	S
					IS	2
3	H	(5	((6	7	<del>8</del>	9
10	11	12	13	14	<del>15</del>	16
17	18	19	20	21	<del>22</del>	23
24	25	26	27	28	<del>29</del>	30

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	<del>6</del>	7
8	9	10	11	<del>12</del>	<del>13</del>	14
15	16	17	18	19	<del>20</del>	21
22	23	24	25	26	<del>27</del>	28
29	30	31				

November 2023						
S	M	T	W	T	F	S
			1	<del>2</del>	<del>3</del>	4
5	6	7	8	9	H	11
12	13	14	15	16	<del>17</del>	18
19	20	21	N	H	H	25
26	27	28	29	30		

December 2023							
S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	<del>8</del>	9	
10	11	12	13	14	<del>15</del>	16	
17	Winter Break						23
24	Winter Break						30
31							

January 2024						
S	M	T	W	T	F	S
	H	2	3	4	<del>5</del>	6
7	8	9	10	11	<del>12</del>	13
14	H	16	17	18	<del>19</del>	20
21	22	23	24	25	<del>26</del>	27
28	29	30	31			

February 2024						
S	M	T	W	T	F	S
				1	<del>2</del>	3
4	5	6	7	8	<del>9</del>	10
11	12	13	14	15	MU	17
18	MU	20	21	22	<del>23</del>	24
25	26	27	28	29		

March 2024							
S	M	T	W	T	F	S	
					<del>1</del>	2	
3	4	5	6	7	<del>8</del>	9	
10	11	12	13	14	<del>15</del>	16	
17	18	19	20	21	<del>22</del>	23	
24	Spring Vacation						30
31							

April 2024						
S	M	T	W	T	F	S
	1	2	3	4	<del>5</del>	6
7	8	9	10	<del>11</del>	<del>12</del>	13
14	15	16	17	18	<del>19</del>	20
21	22	23	24	25	<del>26</del>	27
28	29	30				

May 2024						
S	M	T	W	T	F	S
			1	2	<del>3</del>	4
5	6	7	8	9	<del>10</del>	11
12	13	14	15	16	<del>17</del>	18
19	20	21	22	23	MU	25
26	H	28	29	30	<del>31</del>	

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	<del>7</del>	G
9	10	11	12	13	14	15
16	<del>17</del>	18	19	20	21	22
23	24	25	26	27	28	29
30						

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