

Yoncalla School District
BOARD OF DIRECTORS
REGULAR MEETING
September 18, 2019
Yoncalla High School, Library
282 5th Street

4:00 PM WALK THROUGH

- A. Yoncalla Elementary School

6:00 PM CALL TO ORDER

I. AWARDS, RECOGNITION, CORRESPONDENCE

II. PUBLIC FORUM

The public is invited to attend Board Meetings and will be given limited time of 3 (three) minutes per person to voice opinions or problems, except that all public or board criticism of personnel of the district shall be heard only in executive session. Such items shall be brought to the attention of the superintendent at least 5 (five) business days prior to the board meeting.

III. ADJUSTMENTS TO THE AGENDA

IV. CONSENT AGENDA

- A. Minutes of School Board meeting, August 21, 2019
- B. Accounts Payable/Funding Update
- C. Hiring of Jeannie Gifford-Ohnemus for Elementary School Special Ed Teacher
- D. Board Policy AC
- E. Board Policy AC-AR
- F. Board Policy EFAA-AR
- G. Board Policy GBDA
- H. Board Policy GCDA/GDDA
- I. Board Policy GCDA/GDDA AR
- J. Board Policy IGBBA

V. INFORMATION ITEMS

- A. Board Policies
 - IKF
 - JED
 - JFCF
 - JFCJ
 - JGAB
 - JBAB AR
 - IGBBA
 - Policy Recommendations

VI. REPORTS/DISCUSSIONS

- A. Food Service Report-Kyle Micken
- B. High School Principal Report
- C. Elementary Principal Report
- D. Preschool/Early Works Report

- E. Financial Update
- F. Superintendent Report
 - Maintenance Report

VII. ACTION ITEMS

- A. Resolution 2019-20-01, Yoncalla School Board School Health Services Planning Grant

VIII. ANOUNCEMENTS

- A. Future Dates of Importance
 - Board Meeting October 18, 2019
 - 2018 Fall Regional Meetings, October 29, 2019
 - OSBA 72nd Annual Convention November 14-17, 2019

IX. OTHER BUSINESS

RECESS REGULAR

CALL TO ORDER EXECUTIVE SESSION

- A. To consider the dismissal of or disciplining of, or to hear complaints or charges brought against a public officer employee, staff member or agent unless he or she requests an open meeting. (ORS 192.660(2)(b))

RECONVENE REGULAR SESSION

X. ADJOURN

**YONCALLA SCHOOL DISTRICT
BOARD OF DIRECTORS
REGULAR MEETING MINUTES
August 21, 2019
Yoncalla High School, Library
292 5th St.**

BOARD MEMBERS PRESENT

Carl Van Loon
Dave Anderson
Eric Gustafson-Chair
Jen Bailey
Cathey Grimes-Vice Chair

ADMINISTRATION PRESENT

Brian Berry
Don Hakala
Kelly Campbell
Danielle Littlefield
Laurie Simlness

CALLED TO ORDER. Chair Gustafson called the meeting to order at 6:00 PM. Also present: Brooklyn Edera, Lourie Hall, Jess McHaffie, Gabrielle Downie, Richard and Sheryl Brawn.

PUBLIC FORUM. Sheryl Brawn had a question regarding the Scotts Valley money being used for maintenance.

ADJUSTMENTS TO THE AGENDA. Action Item B, Consider for Approval Resolution No. 19-20-01, Intrafund Transfer, Action Item C, Consider for approval Resolution No. 19-20-02, Supplemental Budget Transfer Funds to the Special Revenue Fund. Director Anderson made a motion to approve the agenda as adjusted, Director Grimes seconded, passed unanimously.

CONSENT AGENDA.

- A. Minutes of School Board meeting, July 8, 2019
- B. Accounts Payable/Funding Update
- C. Accounts Payable/Funding Update
- D. Hiring of Jessie McHaffie, CTE Teacher
- E. Hiring of Brooklyn Edera, Elementary Special Education
- F. Hiring of Chad Ashbaugh for Middle School Football Coach
- G. Hiring of Kim Beer for High School Girls Basketball Coach
- H. Hiring of Robert Olinski, Groundskeeper
- I. Hiring of Robert Wells, Elementary Instructional Assistant
- J. Hiring of Peggy Carson, Elementary Instructional Assistant
- K. Hiring of Gabriella Downie, Elementary Instructional Assistant
- L. Hiring of Lourie Hall, Middle School Volleyball Coach

Director Anderson declared a potential conflict of interest. Director Van Loon made a motion to approve, Director Bailey seconded, passed unanimously.

V. INFORMATION ITEMS

- A. Board Policies
 - AC
 - AC-AR

- EFAA-AR
- GBDA
- GCDA/GDDA
- GCDA/GDDA AR
- IGBBA
- Policy Recommendations

B. Food Service Update. Kyle Micken, Food Service Consultant, shared information with the board regarding the following:

- CEP program
- Farm to School Grant
- Lunch Trays

REPORTS/DISCUSSIONS.

- A. High School Principal Report
- B. Elementary Principal Report
- C. Preschool/Early Works Update
- D. Financial Update
- E. Superintendent Report
 - District facilities walk through
 - Maintenance Report

ACTION ITEMS.

- A. Consider for approval Superintendent Goals/Evaluation for 2019-2020 SY. Director Anderson made a motion to approve, Director Grimes seconded, passed unanimously.
- B. Consider for Approval Resolution No. 19-20-01, Intrafund Transfer. Director Van Loon made a motion to approve, Director Bailey seconded, passed unanimously.
- C. Consider for approval Resolution No. 19-20-02, Supplemental Budget Transfer Funds to the Special Revenue Fund. Director Anderson made a motion to approve, Director Grimes seconded, passed unanimously.

ANNOUNCEMENTS.

- A. Future Dates of Importance
 - Next Board meeting, September 18, 2019.
 - 2018 Fall Regional Meeting, October 29, 2019
 - OSBA 72nd Annual Convention, Nov.14-17, 2019

ADJOURN. Director Van Loon made a motion to adjourn, Director Bailey seconded, passed unanimously. Chair Gustafson adjourned the meeting at 7:02 PM.

DATE OF BOARD APPROVAL.

**Yoncalla School District
Financial Overview
Actuals As of August 31, 2019**

GENERAL FUND						
Revenue	2018-19 Actuals	2019-2020 Adopted Budget	2019-2020		Estimated Totals	Over (Under) Budget
			YTD Actuals	Encumbrances		
Local Revenue:						
1111-Current Taxes	\$ 913,017	\$ 915,000	\$ -	\$ 915,000.00	\$ 915,000	\$ -
1112-Prior Years' Taxes	\$ 45,686	\$ 45,000	\$ 12,463	\$ 32,000.00	\$ 44,463	\$ (537)
1113-County Tax Sales	\$ 5,623	\$ -			\$ -	\$ -
1510-Interest on Investments	\$ 40,321	\$ 33,000	\$ 9,605	\$ 27,500.00	\$ 37,105	\$ 4,105
1740-Co-Curricular Fees	\$ 7,273	\$ 8,000	\$ -	\$ 8,000.00	\$ 8,000	\$ -
1990-Miscellaneous Income	\$ 148,372	\$ 51,478	\$ 32,341	\$ 25,178.00	\$ 57,519	\$ 6,041
2101-County School Fund	\$ 3,422	\$ 3,500	\$ -	\$ 3,500	\$ 3,500	\$ -
2102-General ESD Funds	\$ -	\$ 38,522	\$ -	\$ 38,522	\$ 38,522	\$ -
State Revenue						
3101-School Support Fund	\$ 2,639,053	\$ 2,784,777	\$ 698,877	\$ 2,085,761	\$ 2,784,638	\$ (139)
3103-Common School Fund	\$ 23,569	\$ 22,285	\$ 11,760	\$ 11,143	\$ 22,903	\$ 618
3299-Other Restricted Grants	\$ -	\$ -	\$ -		\$ -	\$ -
Federal Revenue						
4801-Federal Forest Fees	\$ 23,852	\$ -	\$ 1,580	\$ -	\$ 1,580	\$ 1,580
5300- Sale Comp Fixed Assets			\$ 100,000	\$ -	\$ 100,000	\$ 100,000
Total Revenue	\$ 3,850,187	\$ 3,901,562	\$ 866,627	\$ 3,146,604	\$ 4,013,230	\$ 11,668
Total Expenditures (Below)	\$ 3,817,101	\$ 5,155,862	\$ 1,262,638	\$ 3,425,053	\$ 4,687,691	\$ (468,171)
Revenue Over (Under) Expenditures	\$ 33,086	\$ (1,254,300)	\$ (396,012)	\$ (278,450)	\$ (674,461)	\$ 479,839
Beginning Fund Balance	\$ 1,832,278	\$ 1,700,000	\$ 1,865,367	\$ -	\$ 1,865,367	\$ 165,367
Ending Fund Balance	\$ 1,865,364	\$ 445,700	\$ 1,469,355	\$ (278,450)	\$ 1,190,905	\$ 645,205
Expenditures By Function						
Instruction	\$ 1,709,841	\$ 2,010,003	\$ 153,044	\$ 1,795,003	\$ 1,948,047	\$ (61,956)
Support Services	\$ 1,675,152	\$ 1,830,050	\$ 239,486	\$ 1,630,050	\$ 1,869,536	\$ 39,486
Transfers	\$ 432,108	\$ 870,109	\$ 870,109	\$ -	\$ 870,109	\$ -
Contingency	\$ -	\$ 445,700	\$ -	\$ -	\$ -	\$ (445,700)
Totals by Function	\$ 3,817,101	\$ 5,155,862	\$ 1,262,638	\$ 3,425,053	\$ 4,687,691	\$ (468,171)

Yoncalla School District #32

***** BOARD REPORT APPROPRIATIONS *****

Fiscal Year: 2019-2020

From Date: 8/1/2019 To Date: 8/31/2019

Subtotal by Collapse Mask

Include pre encumbrance

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.1000.0000.000.000.00.00	UNDESIGNATED	\$1,999,709.22	\$152,176.54	\$153,043.59	\$1,846,665.63	\$1,126,679.16	\$719,986.47	36.00%
100.2000.0000.000.000.00.00	UNDESIGNATED	\$1,825,637.19	\$122,906.65	\$239,485.75	\$1,586,151.44	\$1,148,526.79	\$437,624.65	23.97%
100.5000.0000.000.000.00.00	UNDESIGNATED	\$870,108.72	\$870,108.72	\$870,108.72	\$0.00	\$0.00	\$0.00	0.00%
100.6000.0000.000.000.00.00	UNDESIGNATED	\$445,700.00	\$0.00	\$0.00	\$445,700.00	\$0.00	\$445,700.00	100.00%
100.7000.0000.000.000.00.00	UNDESIGNATED	\$445,700.00	\$0.00	\$0.00	\$445,700.00	\$0.00	\$445,700.00	100.00%
FUND: GENERAL FUND - 100		\$5,586,855.13	\$1,145,191.91	\$1,262,638.06	\$4,324,217.07	\$2,275,205.95	\$2,049,011.12	36.68%
Grand Total:		\$5,586,855.13	\$1,145,191.91	\$1,262,638.06	\$4,324,217.07	\$2,275,205.95	\$2,049,011.12	36.68%

End of Report

Yoncalla School District #32

*** BOARD REPORT EOM-Revenues***

From Date: 8/1/2019 To Date: 8/31/2019

Fiscal Year: 2019-2020 Subtotal by Collapse Mask Include pre encumbrance Print accounts with zero balance Filter Encumbrance Detail by Date Range Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.0000.1111.000.000.00.00	CURRENT YEAR TAXES	(\$915,000.00)	\$0.00	\$0.00	(\$915,000.00)	\$0.00	(\$915,000.00)	100.00%
100.0000.1112.000.000.00.00	PRIOR YEARS' TAXES	(\$45,000.00)	(\$5,881.79)	(\$12,462.73)	(\$32,537.27)	\$0.00	(\$32,537.27)	72.31%
100.0000.1510.000.000.00.00	EARNINGS ON INVESTMENTS	(\$33,000.00)	(\$4,983.55)	(\$9,605.42)	(\$23,394.58)	\$0.00	(\$23,394.58)	70.89%
100.0000.1740.000.000.00.00	CO-CURRICULAR FEES	(\$8,000.00)	\$0.00	\$0.00	(\$8,000.00)	\$0.00	(\$8,000.00)	100.00%
100.0000.1990.000.000.00.00	MISC. LOCAL SOURCES	(\$51,478.00)	(\$3,542.64)	(\$32,340.73)	(\$19,137.27)	\$0.00	(\$19,137.27)	37.18%
100.0000.2101.000.000.00.00	COUNTY SCHOOL FUND	(\$3,500.00)	\$0.00	\$0.00	(\$3,500.00)	\$0.00	(\$3,500.00)	100.00%
100.0000.3101.000.000.00.00	SCHOOL SUPPORT FUND	(\$2,784,777.00)	(\$232,866.00)	(\$698,877.00)	(\$2,085,900.00)	\$0.00	(\$2,085,900.00)	74.90%
100.0000.3103.000.000.00.00	COMMON SCHOOL FUND	(\$22,285.00)	\$0.00	(\$11,760.35)	(\$10,524.65)	\$0.00	(\$10,524.65)	47.23%
100.0000.4801.000.000.00.00	FEDERAL FOREST FEES	\$0.00	\$0.00	(\$1,580.28)	\$1,580.28	\$0.00	\$1,580.28	0.00%
100.0000.5300.000.000.00.00	SALE/COMP LOSS OF FIXED ASS	\$0.00	(\$100,000.00)	(\$100,000.00)	\$100,000.00	\$0.00	\$100,000.00	0.00%
100.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-GENERAL	(\$1,700,000.00)	\$0.00	(\$1,865,366.82)	\$165,366.82	\$0.00	\$165,366.82	-9.73%
	FUND: GENERAL FUND - 100	(\$5,563,040.00)	(\$347,273.98)	(\$2,731,993.33)	(\$2,831,046.67)	\$0.00	(\$2,831,046.67)	50.89%
202.0000.5200.000.000.00.00	TRANSFER FROM GENERAL FUND	(\$684,109.00)	(\$684,108.72)	(\$684,108.72)	(\$0.28)	\$0.00	(\$0.28)	0.00%
202.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-BLDG IM	(\$352,559.00)	\$0.00	(\$484,697.68)	\$132,138.68	\$0.00	\$132,138.68	-37.48%
	FUND: BLDG IMP/REPR - 202	(\$1,036,668.00)	(\$684,108.72)	(\$1,168,806.40)	\$132,138.40	\$0.00	\$132,138.40	-12.75%
206.0000.1610.000.000.00.00	DAILY SALES - LUNCH	(\$4,000.00)	\$0.00	\$0.00	(\$4,000.00)	\$0.00	(\$4,000.00)	100.00%
206.0000.3102.000.000.00.00	SCHOOL SUPPORT LUNCH MATCH	(\$900.00)	\$0.00	\$0.00	(\$900.00)	\$0.00	(\$900.00)	100.00%
206.0000.4504.000.000.00.00	NATL SCHOOL BREAKFAST REIMB	(\$35,000.00)	(\$259.50)	(\$5,272.53)	(\$29,727.47)	\$0.00	(\$29,727.47)	84.94%
206.0000.4505.000.000.00.00	NATL SCHOOL LUNCH REIMBURSEME	(\$60,000.00)	(\$350.00)	(\$9,441.78)	(\$50,558.22)	\$0.00	(\$50,558.22)	84.26%
206.0000.4910.000.000.00.00	USDA COMMODITIES	(\$5,000.00)	\$0.00	\$0.00	(\$5,000.00)	\$0.00	(\$5,000.00)	100.00%
206.0000.5200.000.000.00.00	INTERFUND TRANSFER	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	\$0.00	\$0.00	\$0.00	0.00%
206.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-FOOD SE	(\$10,000.00)	\$0.00	(\$7,562.77)	(\$2,437.23)	\$0.00	(\$2,437.23)	24.37%
	FUND: FOOD SERVICES - 206	(\$129,900.00)	(\$15,609.50)	(\$37,277.08)	(\$92,622.92)	\$0.00	(\$92,622.92)	71.30%
208.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-UNEMPLC	(\$106,332.04)	\$0.00	(\$87,203.40)	(\$19,128.64)	\$0.00	(\$19,128.64)	17.99%
	FUND: UNEMPLOYMENT RESERVE - 208	(\$106,332.04)	\$0.00	(\$87,203.40)	(\$19,128.64)	\$0.00	(\$19,128.64)	17.99%
209.0000.1970.000.000.00.00	PERS RESERVE	\$0.00	(\$1,045.39)	(\$1,237.72)	\$1,237.72	\$0.00	\$1,237.72	0.00%
209.0000.5200.000.000.00.00	TRANSFER FROM GENERAL FUND	(\$124,000.00)	(\$124,000.00)	(\$124,000.00)	\$0.00	\$0.00	\$0.00	0.00%
	FUND: PERS RESERVE - 209	(\$124,000.00)	(\$125,045.39)	(\$125,237.72)	\$1,237.72	\$0.00	\$1,237.72	-1.00%
210.0000.1760.000.000.00.00	CLUB FUNDRAISING	(\$125,000.00)	\$0.00	\$0.00	(\$125,000.00)	\$0.00	(\$125,000.00)	100.00%
210.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-STUDENT	(\$20,000.00)	\$0.00	(\$34,208.98)	\$14,208.98	\$0.00	\$14,208.98	-71.04%
	FUND: STUDENT BODY - 210	(\$145,000.00)	\$0.00	(\$34,208.98)	(\$110,791.02)	\$0.00	(\$110,791.02)	76.41%
211.0000.5200.000.000.00.00	INTERFUND TRANSFER	(\$47,000.00)	(\$47,000.00)	(\$47,000.00)	\$0.00	\$0.00	\$0.00	0.00%
211.0000.5400.000.000.00.00	BEGINNING FUND BALANCE-TECHNOI	(\$2,500.00)	\$0.00	(\$14,235.71)	\$11,735.71	\$0.00	\$11,735.71	-469.43%
	FUND: TECHNOLOGY FUND - 211	(\$49,500.00)	(\$47,000.00)	(\$61,235.71)	\$11,735.71	\$0.00	\$11,735.71	-23.71%
275.0000.3299.000.000.000.00	OTHER RESTRICTED GRANTS-IN-AID	(\$1,500,000.00)	\$0.00	\$0.00	(\$1,500,000.00)	\$0.00	(\$1,500,000.00)	100.00%
	FUND: SEISMIC GRANT - 275	(\$1,500,000.00)	\$0.00	\$0.00	(\$1,500,000.00)	\$0.00	(\$1,500,000.00)	100.00%
280.0000.3299.000.000.000.00	PROMISE PRESCHOOL GRANT	(\$180,000.00)	\$0.00	\$0.00	(\$180,000.00)	\$0.00	(\$180,000.00)	100.00%
280.0000.5400.000.000.00.00	BEGINNING FUND BALANCE	\$0.00	\$0.00	(\$9,568.70)	\$9,568.70	\$0.00	\$9,568.70	0.00%
	FUND: PROMISE PRESCHOOL - 280	(\$180,000.00)	\$0.00	(\$9,568.70)	(\$170,431.30)	\$0.00	(\$170,431.30)	94.68%
281.0000.1920.000.000.000.00	CONTRIBUTIONS/PRIVATE	(\$30,000.00)	(\$9,808.00)	(\$9,808.00)	(\$20,192.00)	\$0.00	(\$20,192.00)	67.31%
281.0000.3299.000.000.000.00	OTHER RESTRICTED GRANTS-IN-AID	(\$66,500.00)	\$0.00	\$0.00	(\$66,500.00)	\$0.00	(\$66,500.00)	100.00%
281.0000.5400.000.000.000.00	BEGINNING FUND BALANCE-SPECIAL	(\$33,847.22)	\$0.00	(\$60,208.41)	\$26,361.19	\$0.00	\$26,361.19	-77.88%

Yoncalla School District #32

*** BOARD REPORT EOM-Revenues***

Fiscal Year: 2019-2020 From Date: 8/1/2019 To Date: 8/31/2019
 Subtotal by Collapse Mask Include pre encumbrance Print accounts with zero balance Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
286.0000.4590.000.000.000.00	FED VIA ST-TITLE I (A) FUND: SPECIAL PROJECTS - 281	(\$130,347.22)	(\$9,808.00)	(\$70,016.41)	(\$60,330.81)	\$0.00	(\$60,330.81)	46.28%
288.0000.4590.000.000.000.00	FED REV VIA STATE FUND: REAP/SRSA - 289	(\$15,196.00)	\$0.00	\$0.00	(\$15,196.00)	\$0.00	(\$15,196.00)	100.00%
290.0000.4506.000.000.000.00	PERKINS II VOCATIONAL GRANT FUND: PERKINS GRANT - 290	(\$3,750.00)	\$0.00	\$0.00	(\$3,750.00)	\$0.00	(\$3,750.00)	100.00%
296.0000.4590.000.000.000.00	FED REV VIA STATE FUND: IDEA - 296	(\$50,000.00)	\$0.00	\$0.00	(\$50,000.00)	\$0.00	(\$50,000.00)	100.00%
297.0000.4590.000.000.000.00	FED REV VIA STATE	(\$11,284.00)	\$0.00	\$0.00	(\$11,284.00)	\$0.00	(\$11,284.00)	100.00%
297.0000.5400.000.000.000.00	BEGINNING FUND BALANCE FUND: TITLE II (A) - 297	\$0.00	\$0.00	(\$16,954.29)	\$16,954.29	\$0.00	\$16,954.29	0.00%
298.0000.4300.000.000.000.00	RESTRICTED REVENUE DIRECT/FED FUND: INDIAN EDUCATION GRANT - 298	(\$18,173.00)	\$0.00	\$0.00	(\$18,173.00)	\$0.00	(\$18,173.00)	100.00%
299.0000.5400.000.000.000.00	BEGINNING FUND BALANCE-GEAR UP FUND: GEAR-UP / SCHOOL TO CAREER - 299	(\$12,000.00)	\$0.00	\$0.00	(\$12,000.00)	\$0.00	(\$12,000.00)	100.00%
700.0000.5400.000.000.000.00	BEGINNING FUND BALANCE-SCHOLAF FUND: SCHOLARSHIP - 700	(\$9,000.00)	\$0.00	(\$16,375.14)	\$7,375.14	\$0.00	\$7,375.14	-81.96%
Grand Total:		(\$9,233,398.26)	(\$1,228,845.59)	(\$4,358,877.16)	(\$4,874,521.10)	\$0.00	(\$4,874,521.10)	52.79%

End of Report

OSBA Model Sample Policy

Code: **IKF**
Adopted:

Graduation Requirements**

(This version does not require an administrative regulation.)
(Version 1)

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

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

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

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

Diploma

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

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits of English language arts (shall include the equivalent of one unit in written composition);

¹ As defined in ORS 30.297.

3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such 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.

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

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

Essential Skills

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

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

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

- ~~2. Are on track to meet all other graduation requirements;~~
- ~~2. Are unable to demonstrate proficiency in the Essential Skills in English;~~
- ~~2. Have been enrolled in a U.S. school for five years or less; and~~

3. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)².

[³The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*/*Test Administration Manual*, in the ELL student's language of origin ~~for those ELL students who meet the criteria above~~, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.]

[Essential Skills Appeal

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

Modified Diploma

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

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

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

1. Three credits in English language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and

²This criteria does not apply to students seeking a diploma in 2017-2018 or 2018-2019.

³ [This paragraph is required if the district allows ELL students to demonstrate proficiency in Essential Skills ~~of applying mathematics in a variety of settings and other courses~~ in their language of origin.]

7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

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

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications 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 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:
 - a. Two credits of mathematics;
 - b. Two credits of English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education; and
 - g. One credit of the arts or a world language.

2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - 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.

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁴ and submitting the form to the district.

⁴ www.ode.state.or.us: Educator Resources > Student Assessment > Test Administration > Forms > 2018-2019 30-day notice and opt-out form

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

END OF POLICY

Legal Reference(s):

ORS 329.045	ORS 343.295	OAR 581-022-2020
ORS 329.451		OAR 581-022-2025
ORS 329.479	OAR 581-021-0009	OAR 581-022-2030
ORS 332.107	OAR 581-022-2000	OAR 581-022-2115
ORS 332.114	OAR 581-022-2005	OAR 581-022-2120
ORS 339.115	OAR 581-022-2010	OAR 581-022-2505
ORS 339.505	OAR 581-022-2015	

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION.
OREGON DEPARTMENT OF EDUCATION Executive Numbered Memo 003-2015-16.

OSBA Model Sample Policy

Code: JED
Adopted:

Student Absences and Excuses**

It is the student's responsibility to maintain regular attendance in all assigned classes. A student's absence from school or class will be excused under the following circumstances:

1. Illness of the student, including mental and behavioral health of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Student is a dependent of a member of the U.S. Armed Forces¹ who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
5. Field trips and school-approved activities;
6. Medical (dental) appointments. Confirmation of appointments may be required;
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Each school shall notify a parents or guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

Additionally, the superintendent will develop procedures whereby those students who are considered truant may be subject to the following penalties: detention, suspension² and/or ineligibility to participate in athletics or other activities.

END OF POLICY

¹ U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marines Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

² The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

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

Legal Reference(s):

[ORS 109.056](#)
[ORS 332.107](#)
[ORS 339.030](#)
[ORS 339.055](#)

[ORS 339.065](#)
[ORS 339.071](#)
[ORS 339.250](#)
[ORS 339.420](#)

[OAR 581-021-0046](#)
[OAR 581-021-0050](#)
[OAR 581-023-0006\(11\)](#)

OSBA Model Sample Policy

Code: JFCF

Adopted:

Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating Violence, and Domestic Violence – Student**

(Version 1)

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

Harassment, intimidation, or bullying and acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited.

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

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

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

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

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

Definitions

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

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

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

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

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

“Teen dating violence” means:

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

“Domestic violence” means abuse by one or more of the following acts between family and/or household members²:

1. Attempting to cause or intentionally, knowingly, or recklessly causing bodily injury;

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

² “Family or household members” [as defined in ORS 107.705.] OR [means any of the following:

1. Spouses;
2. Former spouses;
3. Adult persons related by blood, marriage or adoption;
4. Persons who are cohabiting or who have cohabited with each other;
5. Persons who have been involved in a sexually intimate relationship with each other within two years immediately preceding the filing by one of them of a petition under Oregon Revised Statute 107.710;
6. Unmarried parents of a child.]

2. Intentionally, knowingly or recklessly placing another in fear of imminent bodily injury;
3. Causing another to engage in involuntary sexual relations by force or threat of force.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate, or bully.

“Retaliation” means any acts of, including but not limited to, harassment, intimidation or bullying, , or cyberbullying toward the victim, a person in response to an actual or apparent reporting of, or participation in the investigation of, harassment, intimidation or bullying, teen dating violence, acts of cyberbullying, or retaliation.

Reporting

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

Any student who has knowledge of conduct in violation of this policy or feels they have been harassed, intimidated or bullied, been a victim of teen dating violence or acts of being cyberbullied in violation of this policy is encouraged to immediately report their concerns to the [employee position title] who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report their concerns to the [employee position title]. A report from a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

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

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

Training and Education

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

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

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

Notice

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

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

END OF POLICY

Legal Reference(s):

- | | | |
|---------------------------------------|--|----------------------------------|
| ORS 107.705 | ORS 332.107 | OAR 581-021-0045 |
| ORS 166.065 | ORS 339.240 | OAR 581-021-0046 |
| ORS 166.155 - 166.165 | ORS 339.250 | OAR 581-021-0055 |
| ORS 174.100(7) | ORS 339.254 | OAR 581-022-2310 |
| ORS 332.072 | ORS 339.351 - 339.368 | OAR 581-022-2370 |

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

OSBA Model Sample Policy

Code: JFCJ

Adopted:

Weapons in the Schools**

Students shall not bring, possess, conceal or use a weapon on or at district property, activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization.

For purposes of this policy, and as defined by state and federal law, “weapon” includes:

1. A “dangerous weapon” means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. A “deadly weapon” means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A “firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm silencer or any destructive device;
4. A “destructive device” means any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

[Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and patrons.]

[Replicas of weapons[, fireworks] [and pocket knives] are also prohibited by Board policy. Exceptions to the district’s replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.]

Prohibited weapons[, replicas of weapons[, fireworks] [and pocket knives]] are subject to seizure or forfeiture.

In accordance with Oregon law, any employee who has reasonable cause to believe a student or other person has, within the previous 120 days, unlawfully been in possession of a firearm or destructive device as defined by this policy, shall immediately report such violation to an administrator, his/her designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations have occurred or that a student has been

expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device. Parents will be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students found to have brought, possessed, concealed or used a firearm in violation of this policy or state law shall be expelled for a period of not less than one year. All other violations of the policy will result in discipline up to and including expulsion and/or referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are age appropriate, and shall provide such information in writing to the student and the parent in accordance with law. ~~The district may also request suspension of a student's driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation, as provided by law.~~ Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA – Discipline of Students with Disabilities and accompanying administrative regulation.

Weapons under the control of law enforcement personnel [or a person who has a valid license under ORS 166.291 and 166.292] are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property [including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports].

The district [will] [may] post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under ORS 166.370.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

“Gun-Free School Zone” signs [will] [may] be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)
[ORS 166.382](#)
[ORS 332.107](#)
[ORS 339.115](#)
[ORS 339.240](#)
[ORS 339.250](#)

[ORS 339.315](#)
[ORS 339.327](#)
[ORS 809.135](#)
[ORS 809.260](#)

[OAR 581-021-0050 – 021-0075](#)
[OAR 581-053-0010\(5\)](#)

[OAR 581-053-0230\(9\)\(k\)](#)
[OAR 581-053-0330\(1\)\(r\)](#)
[OAR 581-053-0430\(17\)](#)
[OAR 581-053-0531\(16\)](#)
[OAR 581-053-0630](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2012).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2012).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2012).

OSBA Model Sample Policy

Code: JGAB

Adopted:

Use of Restraint and/or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. ~~It is the intent of the Board to establish~~ this policy and its administrative regulation that defines the circumstances that must exist and the requirements that must be met prior to, during, and after the use of physical restraint and/or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator[, or volunteer], it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. ~~“Physical r~~Restraint” means the restriction of a student's actions or movements by ~~one or more persons~~ holding the student or ~~applying physical~~ using pressure ~~upon the student~~ or other means.

~~“Physical r~~Restraint” does not include:

- a. ~~touching or h~~ Holding a student's ~~without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of “physical restraint” does not include the use of mechanical, chemical or prone restraint of a student as these methods are prohibited by Oregon law.~~ hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. “Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, if the student is in a setting from which the student is not physically prevented from leaving.

3. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
4. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical restraint” does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
- b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

5. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that ~~has is not been~~ prescribed by a licensed ~~health professional~~ physician or other qualified health ~~care~~ professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.
6. “Prone restraint” means a restraint in which a student is held face down on the floor.
7. “Supine restraint” means a restraint in which a student is held face up on the floor.

~~The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student’s behavior poses a threat of imminent, serious physical harm to the student or others.~~

~~Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee [or volunteer] as necessary when the student’s behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student’s behavior poses a threat of imminent, serious physical harm to themselves or to others.~~

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the []¹ training program of ~~physical~~ restraints ~~and~~ or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavioral support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of ~~physical~~ restraint and seclusion during the preceding school year shall be completed and submitted to ~~the Superintendent of Public Instruction~~ ODE to ensure compliance with district policies and procedures.

The results of the ~~review and~~ annual ~~review~~ report shall be documented and shall include at a minimum:

1. The total number of incidents ~~of physical~~ involving restraint;
2. The total number of incidents ~~of~~ involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in ~~physical~~ restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or ~~personnel~~ staff as a result of the use of ~~physical~~ restraint or seclusion;

¹ [The district must identify the program utilized for training.]

7. The total number of students placed in ~~physical~~-restraint ~~and/or~~ seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of ~~physical~~-restraint and seclusion for each student;
8. The total number of ~~physical~~-restraint ~~and/or~~ seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom ~~physical~~-restraint ~~and/or~~ seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This ~~annual~~ report shall be made available ~~to the Board and~~ to the public at the district's main office and on the district's website ~~and to the Board~~.

At least once each school year the ~~public~~ parents and guardians of students of the district shall be notified ~~as to~~ ~~about~~ how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

~~A~~The complainant, who is ~~is~~ a student, ~~is~~ a parent or guardian of a student attending school in the district or ~~is~~ a person who resides in the district, may appeal a ~~district's~~ final decision ~~by the Board~~ to the Deputy Superintendent of Public Instruction ~~as provided in~~ pursuant to OAR ~~581-002-0040~~ ~~581-022-2370~~. [This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.]

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of ~~physical~~-restraint or seclusion by district ~~personnel~~ staff.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[ORS 339.294](#)
[ORS 339.297](#)

[ORS 339.300](#)
[ORS 339.303](#)

[OAR 581-021-0061](#)
[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)

[OAR 581-021-0559](#)
[OAR 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2370](#)

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

OSBA Model Sample Policy

Code: JGAB-AR
Revised/Reviewed:

Use of Restraint ~~and~~ Seclusion

~~General Guidelines~~ Procedure

1. If restraint or seclusion continues for more than 30 minutes, ~~S~~ school staff will attempt to immediately notify parents or guardians verbally or electronically ~~when physical restraint or seclusion was used on their student, by the end of the day on which the incident occurred.~~
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
 - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
 - b. ~~2. Parents will be provided w~~ Written documentation of the incident within 24 hours that provides:
 - (1) ~~a.~~ A description of the ~~physical~~ restraint ~~and~~/or seclusion; including:
 - (a) ~~b.~~ The date of the ~~physical~~ restraint or seclusion;
 - (b) ~~e.~~ The times the ~~physical~~ restraint or seclusion began and ended; and
 - (c) ~~t~~ The location of the incident;
 - (2) ~~d.~~ A description of the student's activity that prompted the use of ~~physical~~ restraint or seclusion;
 - (3) ~~e.~~ The efforts used to de-escalate the situation and the alternatives to ~~physical~~ restraint or seclusion that were attempted;
 - (4) ~~f.~~ The names of ~~personnel~~ staff of the ~~public education program~~ district who administered the ~~physical~~ restraint or seclusion;
 - (5) ~~g.~~ A description of the training status of the ~~personnel~~ staff of the district who administered the ~~physical~~ restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - (6) ~~h.~~ Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the ~~physical~~ restraint or seclusion was administered by a person without training, the administrator ~~district will provide that information~~ ensure written notice is issued to the parent or guardian of the student that includes the lack of training, ~~along with~~ and the reason why a person without training administered the ~~physical~~ restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.
4. An administrator will be notified as soon as practicable whenever ~~physical~~ restraint ~~and~~/or seclusion has been used.
5. If ~~physical~~ restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If ~~physical~~ restraint or seclusion

continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the ~~public education program~~ district must provide written authorization for the continuation of the ~~physical~~ restraint or seclusion, including providing documentation for the reason the ~~physical~~ restraint or seclusion must be continued. Whenever ~~physical~~ restraint or seclusion extends beyond 30 minutes, ~~personnel~~ staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.

6. A district ~~Physical~~ Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. ~~The completed Restraint and/or Seclusion Incident Report Form shall include the following:~~
 - a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - d. Location of the restraint or seclusion;
 - e. A description of the restraint or seclusion;
 - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - g. A description of the behavior that prompted the use of restraint or seclusion;
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - i. Information documenting parent or guardian contact and notification.
7. A documented debriefing meeting must be held within two school days after the use of ~~physical~~ restraint or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include an administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.
8. ~~If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.~~
9. ~~If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the superintendent within 24 hours of the incident, or to the union representative for the affected person, if applicable.~~
10. ~~The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.~~

~~The completed Physical Restraint and/or Seclusion Incident Report Form shall include the following:~~

1. ~~Name of the student;~~
2. ~~Name of staff member(s) administering the physical restraint or seclusion;~~
2. ~~Date of the physical restraint or seclusion and the time the physical restraint or seclusion began and ended;~~
2. ~~Location of the physical restraint or seclusion;~~

- ~~3. A description of the physical restraint or seclusion;~~
- ~~— A description of the student’s activity immediately preceding the behavior that prompted the use of physical restraint or seclusion;~~
- ~~4. A description of the behavior that prompted the use of physical restraint or seclusion;~~
- ~~4. Efforts to de-escalate the situation and alternatives to physical restraint or seclusion that were attempted;~~
- ~~4. Information documenting parent contact and notification; and~~
- ~~4. A summary of the debriefing meeting held.~~

Physical rRestraint and/or seclusion as a part of a behavioral support plan in the student’s Individual Education Program (IEP) or Section 504 plan.

1. Parent participation in the plan is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained ~~personnel~~staff, including a behavioral specialist and a district representative who is familiar with the ~~physical~~ restraint and seclusion training practices adopted by the district.
3. Prior to the implementation of any behavioral support plan that includes ~~physical~~ restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.
4. [When a behavior support plan includes ~~physical~~ restraint or seclusion the parents [will] [may] be provided a copy of the district Use of Restraint ~~and~~ or Seclusion policy at the time the plan is developed.]
5. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student’s behavior plan.

Use of ~~physical~~ restraint and/or seclusion in an emergency by school administrator, staff or volunteer to maintain order or prevent a student from harming ~~his/herself~~themselves, other students or school staff.

Use of ~~physical~~ restraint and/or seclusion under these circumstances with a student who does not have ~~physical~~ restraint and/or seclusion as a part of their IEP or Section 504 plan, is subject to all of the requirements established by Board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or 504 plan.

Policy recommendations

IKF-On page 2 under Essential Skills, I would all ELL students to take the Essential Skills tests in their language of origin since this is already offered when we do state testing. On page 3 under Essential Skills Appeal, I would stick with our current appeals process under KL. This keeps our process consistent instead of making a separate process for each appeal that someone may want to file. On page 5 under other district responsibilities, I would I would strike out age appropriate and developmentally appropriate. That is redundant language. The state requires age appropriate and developmentally appropriate instruction. On page 6 we check graduation requirements each year. There is no need for this language to be in the policy.

JED-There is no need to mess with any of this policy. There has been some language added to benefit those families in the military.

JFCF-On page 1, I would make sure that we have the building principal being the first person who ensures that the policy is implemented. On page 3, employee position title should be building principal. At the bottom of the page I would keep the language that says district complaint procedures. Under page 4 under notice I would again keep the language about district complaint procedures.

JFCJ-On page 1 I would recommend that we keep the language that gives examples of weapons. I would strike out the language of seizure or forfeiture. We have the right to do this even if it is not in policy. On page 2 I would keep the language about weapons that are acceptable. We need this because be sometimes have archery during PE classes.

JGAB-There is nothing to add to this policy except for the name of the restraint training program that is used through our local ESD.

JGAB-AR-On page 3, I would keep the language on number 4. I believe that parents should always be included in any IEP plan that may require restraint or seclusion.

Yellow is the terminology I would keep.

Red is the phrasing I would remove.

Yoncalla School Board School Health Services Planning Grant Resolution

The Yoncalla School Board is committed to improving the school health services throughout Douglas County. This resolution is in support of Douglas ESD's application for a School Health Services Planning and Technical Assistance Grant from the Oregon Health Authority on behalf of all districts in Douglas County. The Advisory committee which includes Superintendents Jared Cordon of Roseburg Public Schools, Kate McLaughlin of South Umpqua School District, and Terry Bennett of North Douglas School District along with ESD staff will use the grant and technical assistance supports to evaluate the creation of a mobile School Based Health Service that would serve multiple districts and could serve as a model for rural Oregon.