

Meeting Packet

REGULAR SESSION

6/20/2024

07:00 PM



PHILOMATH SCHOOL DISTRICT 17J

REGULAR SESSION

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

6/20/2024 07:00 PM

A. EXECUTIVE SESSION ~ 6:00 p.m.

The Philomath School District Board of Directors will meet in Executive Session per ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent; and per ORS 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 5.31.24.pdf \(p. 6\)](#)

[Meeting Minutes 5.16.24 \(p. 12\)](#)

iii. Request for Agenda Modifications

2. Student Government Report

3. Public Comment

4. Close Regular Session

5. Open 2024-2025 Budget Hearing for Discussion

i. Business Manager and Superintendent

ii. Board Discussion

iii. Public Comment

6. Close the Budget Hearing

7. Re-Open Regular Session

8. 2024-2025 Budget Actions

- i. **Resolution #2324-07: A Resolution Adopting the Budget & Making Appropriations**
[2324-07 and 2324-08 Board Resolutions - Budget Adoption.pdf](#) (p. 16)
- ii. **Resolution #2324-08: A Resolution Imposing the Tax and Categorizing the Tax**

C. REPORTS~

1. Association Reports

- PEA
- OSEA

2. Superintendent Report

3. Financial Report

- [Board report June 24.pdf](#) (p. 18)
- [May 2024 Financial Reports.pdf](#) (p. 19)
- [062024 Enrollment.pdf](#) (p. 24)
- [PES Student Activity Report 5.24.pdf](#) (p. 25)
- [PMS Student Activity Report 5.24.pdf](#) (p. 26)
- [PHS Student Activity Report 5.24.pdf](#) (p. 28)

D. STRATEGY AND DISCUSSION ~

- 1. July and August Board Meeting Schedules**
- 2. Board Self-Evaluation**
- 3. OSEA Negotiations**

E. DISCUSSION & ACTION ITEMS ~

- 1. Discussion from Executive Session**
- 2. Second Reading Policies**

i. Policies

- [BBF: Board Member Standards of Conduct](#) (p. 32)
- [BCBA: Student Representative to the Board](#) (p. 34)
- [BCBA-AR: Student Representative on the Board](#) (p. 36)
- [CB: Superintendent](#) (p. 39)
- [EBC: Emergency Plan and First Aid](#) (p. 40)
- [EBCB: Emergency Drills and Instruction](#) (p. 41)
- [JBAA: Section 504 - Students](#) (p. 43)
- [JBAA-AR: Section 504 - Students](#) (p. 44)
- [JEA: Compulsory Attendance](#) (p. 48)
- [JEA-AR: Compulsory Attendance Notices and Citations](#) (p. 51)

- JGAB: Use of Restraint and Seclusion (p. 56)
- JGAB-AR: Use of Restraint or Seclusion (p. 61)
- JHFE/GBNAB: Suspected Abuse of a Child Reporting Requirements (p. 64)
- JHFE/GBNAB-AR(1): Reporting of Suspected Child Abuse (p. 68)
- JHFEGBNAB-AR(2): Abuse of a Child Investigations Conducted on District Premises (p. 72)
- IGBAF: Special Education-IEP (p. 73)
- IGBAF-AR: Special Education - IEP (p. 74)
- IGBAG: Special Education - Procedural Safeguards (p. 84)

3. Policies to Delete

Delete previous versions of:

- DJCA
- DJCA-AR
- EBBA
- EBBA-AR
- EBC/EBCA
- GBEBA
- JHC
- JHCC
- JHCC-AR
- JHCCA
- JHCCF
- JHCCF-AR

4. Resolution #2324-06: Approve Unanticipated Funding for Fiscal Year 2023-2024

[2324-06 Appropriate Unanticipated funds.pdf](#) (p. 87)

F. MEETING CLOSURE ~

1. Next Meeting Agenda Items
2. Board Thanks
3. Board Requests
4. Adjournment

G. IMPORTANT DATES

July 4th

Independence Day

CONSENT AGENDA

June 20, 2024

Updated: 6/17/24 3:23 PM

A. List of Bills:

- 1. May 2024

B. Minutes:

- 1. May 16, 2024 – Regular Board Meeting

C. Resolutions: None

D. Leave of Absence Requests:

- i. Chad Matthews – 24/25 Leave of Absence
- ii. Jessica Hanson – 24/25 .5 FTE Leave Request

E. Out of State Travel

F. Personnel/Staffing Adjustments

1. **Retirements**

- i. None

2. **Resignations:**

- i. Greg Thorson Girl’s Tennis Coach
- ii. Amanda Bauer PHS Athletics Admin Asst
- iii. Jessica Dahl PES IA
- iv. Caitlin Bland PES Playground Assistant

3. **New Hires:**

- i. Emily Pivic PES IA
- ii. Kelsey Greydanus PSD Student Services Director
- iii. Hailey Van Essen CPS Music Teacher
- iv. Tyler McConnell PHS & PMS SPED Teacher
- v. Donna Carter PHS Health & CTE Teacher (.75FTE)
- vi. Mitch Gross PMS Success Coach (formerly Temp Position)
- vii. Savanna Sanders PHS Math Teacher
- viii. Jenny Workman PHS Spanish Teacher

4. **Coaches:** None

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

- i. Kerri Gross CPS Teacher to CPS RTI Specialist
- ii. Kori Haley PHS Transition Specialist from Temp to Perm, .7625 FTE to .475 FTE
- iii. Scott Card HS Teacher - Additional Course for Third Trimester 24/25
- iv. Phillip Ayer PA Teacher - .75 to 1.0 FTE for 24/25
- v. Justin Barron PA Teacher - .75 to 1.0 FTE for 24/25
- vi. April McKinney PHS/PA Resource Teacher to PHS Special Education Teacher
- vii. Keri Bennett HS Teacher – Additional Course for First Trimester 24/25

6. **Extra Duty Assignments:** None

Benton County School District 17J

Reprint Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account:

From Date: 05/01/2024 **To Date:** 05/31/2024

From Check: **To Check:**

From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
234	05/13/2024	LES & BOB'S SPORTS & APPAREL, INC.	\$562.55	1398	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
301	05/02/2024	CROPP, DEREK	\$169.51	1386	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
302	05/02/2024	OSU RECREATIONAL SPORTS	\$2,000.00	1386	Printed	Expense	<input type="checkbox"/>		
303	05/28/2024	DALLAS TRACK CLUB	\$235.00	1414	Printed	Expense	<input type="checkbox"/>		
304	05/28/2024	PANICO, MIKE	\$73.24	1414	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1913	05/07/2024	CRATER HIGH SCHOOL	\$80.00	1391	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1914	05/07/2024	LES & BOB'S SPORTS & APPAREL, INC.	\$1,408.00	1391	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1916	05/07/2024	NEWPORT HIGH SCHOOL	\$602.77	1391	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1917	05/07/2024	PEAK ELITE GYMNASTICS ACADEMY	\$1,375.00	1391	Printed	Expense	<input type="checkbox"/>		
1918	05/07/2024	PHILOMATH SCHOOL DISTRICT	\$1,000.00	1391	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1919	05/07/2024	UCS SPIRIT	\$2,025.00	1391	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1920	05/08/2024	CENTRAL WELDING SUPPLY CO., INC	\$151.86	1394	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1921	05/08/2024	RAM STEEL INC	\$193.93	1394	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1922	05/08/2024	SOUTH ALBANY HIGH SCHOOL	\$480.00	1394	Printed	Expense	<input type="checkbox"/>		
1923	05/08/2024	WILLAMETTE SAW SERVICE	\$315.00	1394	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1924	05/13/2024	PETTY CASH/SCH DIST 17J	\$167.85	1396	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1925	05/20/2024	WEBBER, LEVI	\$700.00	1405	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1926	05/21/2024	BECKWITH, CLAUDETTE	\$200.00	1408	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1927	05/21/2024	CENTRAL WELDING SUPPLY CO., INC	\$223.35	1408	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
1928	05/21/2024	ECKER, BLAKE	\$800.00	1408	Printed	Expense	<input type="checkbox"/>		
1929	05/21/2024	GEORGIE'S OF EUGENE	\$529.60	1408	Printed	Expense	<input type="checkbox"/>		

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1930	05/21/2024	LANE COMMUNITY COLLEGE	\$200.00	1408	Printed	Expense	<input type="checkbox"/>		
1931	05/21/2024	PHILOMATH COMMUNITY SERVICES	\$210.77	1408	Printed	Expense	<input type="checkbox"/>		
1932	05/31/2024	KRISPY KREME	\$1,400.00	1427	Printed	Expense	<input type="checkbox"/>		
1933	05/31/2024	KRISPY KREME	\$200.00	1428	Printed	Expense	<input type="checkbox"/>		
22979	05/03/2024	AT&T MOBILITY	\$89.72	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22980	05/03/2024	AT&T ONENET SERVICE	\$19.31	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22981	05/03/2024	ATHLETIC TIMING	\$1,216.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22982	05/03/2024	BEACOCK MUSIC	\$300.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22983	05/03/2024	BETTER PORTABLE TOILETS, INC.	\$878.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22984	05/03/2024	CANON FINANCIAL SERVICES, INC.	\$4,541.63	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22985	05/03/2024	CENTRAL MECHANICAL, LLC	\$2,995.00	1387	Printed	Expense	<input type="checkbox"/>		
22986	05/03/2024	CERTIFIED SYSTEMS, INC.	\$233.25	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22987	05/03/2024	CORVALLIS HEATING, LLC	\$7,174.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22988	05/03/2024	CORVALLIS SCHOOL DISTRICT 509J	\$20,622.95	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22989	05/03/2024	CTX	\$671.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22990	05/03/2024	EMERALD POOL & SPA	\$658.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22991	05/03/2024	INGRAM LIBRARY SERVICES	\$1,139.18	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22992	05/03/2024	J.W. PEPPER & SONS, INC.	\$588.20	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22993	05/03/2024	N2Y, LLC	\$249.99	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22994	05/03/2024	NORTHWEST COMPRESSOR	\$712.45	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22995	05/03/2024	ODP BUSINESS SOLUTIONS, LLC	\$2,208.84	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22996	05/03/2024	OREGON EQUIPMENT	\$388.25	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22997	05/03/2024	OSU MOTOR POOL	\$1,555.92	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	

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22998	05/03/2024	PHILOMATH HIGH SCHOOL	\$402.85	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
22999	05/03/2024	PLATT ELECTRIC SUPPLY INC	\$160.14	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23000	05/03/2024	READ NATURALLY	\$1,610.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23001	05/03/2024	ROBERT LLOYD SHEET METAL, INC.	\$2,815.97	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23002	05/03/2024	ROTO ROOTER	\$275.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23003	05/03/2024	SCHAEFERS RECREATION	\$209.23	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23004	05/03/2024	SCHOLASTIC INC.	\$133.44	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23005	05/03/2024	TIMBER SUPPLY CO INC	\$574.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23006	05/03/2024	TWGW, INC.	\$137.17	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23007	05/03/2024	UCS SPIRIT	\$380.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23008	05/03/2024	VACUUM TUBE SOURCE	\$4,380.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23009	05/03/2024	VARITONE ARCHITECTURE LLC	\$315.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23010	05/03/2024	WEST COAST LIGHTING SUPPLY, LLC	\$4,750.00	1387	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23011	05/06/2024	CINTAS CORP	\$9,934.41	1390	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23012	05/15/2024	BARK PLACE, THE	\$165.00	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23013	05/15/2024	CENTRAL MECHANICAL, LLC	\$619.50	1400	Printed	Expense	<input type="checkbox"/>		
23014	05/15/2024	CORVALLIS SCHOOL DISTRICT 509J	\$51,009.64	1400	Printed	Expense	<input type="checkbox"/>		
23015	05/15/2024	CRIMINAL INFORMATION SERVICES, INC.	\$117.00	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23016	05/15/2024	CTL CORPORATION	\$1,131.00	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23017	05/15/2024	DAKTECH COMPUTERS	\$1,268.00	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23018	05/15/2024	GARRETT HEMANN ROBERTSON	\$2,777.00	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23019	05/15/2024	INGRAM LIBRARY SERVICES	\$208.45	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	

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23020	05/15/2024	LES & BOB'S SPORTS & APPAREL, INC.	\$120.00	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23021	05/15/2024	LINN-BENTON COMMUNITY COLLEGE	\$596.29	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23022	05/15/2024	MILLER PAINT CO	\$1,599.00	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23023	05/15/2024	MPTV	\$1,116.77	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23024	05/15/2024	ODP BUSINESS SOLUTIONS, LLC	\$130.66	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23025	05/15/2024	ROBERT LLOYD SHEET METAL, INC.	\$879.99	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23026	05/15/2024	WALTER E. NELSON OF EUGENE	\$113.74	1400	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23027	05/31/2024	AFLAC	\$45.50	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23028	05/31/2024	AMERICAN FIDELITY - INS	\$4,143.71	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23029	05/31/2024	AMERICAN FIDELITY ASSURANCE CO	\$10,514.13	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23030	05/31/2024	AMERICAN FIDELITY ASSURANCE CO - 403b	\$8,681.34	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23031	05/31/2024	AMERIPRISE FINANCIAL SERVICES, INC.	\$290.00	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23032	05/31/2024	ASCENSUS TRUST	\$4,184.68	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23033	05/31/2024	INVESCO INVESTMENT SERVICES, INC.	\$6,581.34	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23034	05/31/2024	OSEA	\$2,620.40	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23035	05/31/2024	PenServ Plan Services, Inc/ Foresters	\$1,230.00	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23036	05/31/2024	PHILOMATH EDUCATION ASSOC	\$1,869.00	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23037	05/31/2024	PRUDENTIAL ANNUITIES	\$1,064.30	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23038	05/31/2024	TEXAS LIFE	\$2,137.01	1416	Printed	Payroll Ded	<input type="checkbox"/>		
23039	05/31/2024	VOYA RETIREMENT INSURANCE AND ANNUITY CO	\$145.00	1416	Printed	Payroll Ded	<input type="checkbox"/>		

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Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
23040	05/30/2024	CITIZENS BANK	\$20,007.00	1423	Printed	Expense	<input checked="" type="checkbox"/>	05/31/2024	
23041	05/31/2024	ACCESS TECHNOLOGIES INC.	\$1,118.00	1425	Printed	Expense	<input type="checkbox"/>		
23042	05/31/2024	ACCUITY, LLC	\$2,000.00	1425	Printed	Expense	<input type="checkbox"/>		
23043	05/31/2024	AT&T MOBILITY	\$87.96	1425	Printed	Expense	<input type="checkbox"/>		
23044	05/31/2024	AT&T ONENET SERVICE	\$24.04	1425	Printed	Expense	<input type="checkbox"/>		
23045	05/31/2024	BETTER PORTABLE TOILETS, INC.	\$878.00	1425	Printed	Expense	<input type="checkbox"/>		
23046	05/31/2024	BUILDERS FIRST SOURCE	\$1,912.57	1425	Printed	Expense	<input type="checkbox"/>		
23047	05/31/2024	CENTURYLINK	\$71.48	1425	Printed	Expense	<input type="checkbox"/>		
23048	05/31/2024	CORVALLIS HEATING, LLC	\$1,718.00	1425	Printed	Expense	<input type="checkbox"/>		
23049	05/31/2024	CORVALLIS SCHOOL DISTRICT 509J	\$33,931.52	1425	Printed	Expense	<input type="checkbox"/>		
23050	05/31/2024	COSA	\$710.00	1425	Printed	Expense	<input type="checkbox"/>		
23051	05/31/2024	INGRAM LIBRARY SERVICES	\$405.39	1425	Printed	Expense	<input type="checkbox"/>		
23052	05/31/2024	LES & BOB'S SPORTS & APPAREL, INC.	\$1,120.00	1425	Printed	Expense	<input type="checkbox"/>		
23053	05/31/2024	LINN-BENTON COMMUNITY COLLEGE	\$16,015.84	1425	Printed	Expense	<input type="checkbox"/>		
23054	05/31/2024	MILLER PAINT CO	\$1,194.70	1425	Printed	Expense	<input type="checkbox"/>		
23055	05/31/2024	ODP BUSINESS SOLUTIONS, LLC	\$444.13	1425	Printed	Expense	<input type="checkbox"/>		
23056	05/31/2024	OETC	\$150.00	1425	Printed	Expense	<input type="checkbox"/>		
23057	05/31/2024	OSAA FOUNDATION	\$436.60	1425	Printed	Expense	<input type="checkbox"/>		
23058	05/31/2024	OSU MOTOR POOL	\$700.92	1425	Printed	Expense	<input type="checkbox"/>		
23059	05/31/2024	PALMAR ROOFING & SIDING	\$5,582.00	1425	Printed	Expense	<input type="checkbox"/>		
23060	05/31/2024	PYAC	\$195.00	1425	Printed	Expense	<input type="checkbox"/>		
23061	05/31/2024	RENEWABLE RESOURCE GROUP, INC.	\$165.00	1425	Printed	Expense	<input type="checkbox"/>		

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23062	05/31/2024	SCHOLASTIC INC.	\$3,902.20	1425	Printed	Expense	<input type="checkbox"/>		
23063	05/31/2024	STERLING COMPUTERS CORP.	\$1,235.84	1425	Printed	Expense	<input type="checkbox"/>		
23064	05/31/2024	WALTER E. NELSON OF EUGENE	\$69.20	1425	Printed	Expense	<input type="checkbox"/>		
46228	05/31/2024	BUSHNELL, DIANA B	\$914.93	27	Printed	Payroll	<input type="checkbox"/>		
46229	05/31/2024	LUCAS, BRIAN K	\$903.67	27	Printed	Payroll	<input type="checkbox"/>		
46230	05/31/2024	WEEBER, KYAH M	\$78.01	27	Printed	Payroll	<input type="checkbox"/>		
46231	05/31/2024	JONES, KARLISSA M	\$94.50	27	Printed	Payroll	<input type="checkbox"/>		
46232	05/31/2024	LAW, RANDALL K	\$189.01	27	Printed	Payroll	<input type="checkbox"/>		
46233	05/31/2024	LOUDON, JONATHAN C	\$408.77	27	Printed	Payroll	<input checked="" type="checkbox"/>	05/31/2024	
46234	05/31/2024	SCHWINABART, DARLA J	\$2,054.80	27	Printed	Payroll	<input type="checkbox"/>		
46235	05/31/2024	CASTILLA MORSER, MARINA	\$2,006.62	27	Printed	Payroll	<input type="checkbox"/>		
46236	05/31/2024	SKAAR, LINDA M	\$4,149.40	27	Printed	Payroll	<input type="checkbox"/>		

Total Amount:

\$297,855.88

End of Report

REGULAR SESSION

Meeting Minutes

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

5/16/2024 07:00 PM

A. REGULAR SESSION 7:00 p.m.

1. **Call to Order:** Board Chair Rick Wells called the meeting to order at 7:08 pm. Those in attendance included Philomath School Board Directors, Rick Wells, Joe Dealy, Erin Gudge, Sandy Hering and Ryan Cheeke. Superintendent Susan Halliday; Board Executive Assistant, Michele McRae. Ryan Cheeke left the meeting at 9:00 pm.
 - i. **Pledge of Allegiance:** Director Gudge led us in the Pledge of Allegiance.
 - ii. **Approval of Consent Agenda:** Director Dealy moved to amend the agenda to add a leave of absence request for Kiki Klipfel. Director Gudge seconded the motion, and the Board approved it unanimously. Motion passes 5-0.
 - iii. **Request for Agenda Modifications:** Policy EBBB is in the packet, however, some changes were made and an edited copy was given to the Board.
2. **Public Comment:** Laurel Smause commented on Simon Babcock's Forestry classes. Director Wells said that Superintendent Halliday will reach out to her.

B. REPORTS

1. **Student Government Report:** Student Representative to the Board, Raegan McKinney, reported that there are four weeks of school left. AP testing and ASB elections have taken place. ASB hosted a blood drive and they exceeded their goal. Homegoing is coming up; they have a pancake breakfast planned, as well as a powdertuff game, a luau, a talent show and a field day.
2. **Robotics Presentation:** Philomath Robotics Club, PHRED, reported on what they have been working on this year. They brought one of their robots that they built. They participate in many outreach events like the Benton County Fair, Philomath Farmer's Market, Freshman Orientation and more. They also do PHundraising. They have raised \$2700 by collecting cans and bottles, hosting a rummage sale, and by presenting to the Booster Club. They explained how their competitions are judged and scored.

3. **Strengthening Rural Families:** Christopher McMorran, the Board treasurer of Strengthening Rural Families, and Paul Smith, the Executive Director, explained that the purpose of SRF is to build stronger families and communities. They serve Benton County and other surrounding communities. Christopher said that SRF began in 2001 to support parents in Philomath and the surrounding areas. He explained the different Preschool Programs that they support. Paul said that they are very collaborative with other agencies. Christopher said that most of their programs are free or offered at a low cost. Christopher expounded on the partnership that SRF has with the Philomath School District. Their primary fundraiser is on July 26th at Lumos Wine Company.
4. **Facilities Report:** Joey Digiovannangelo, Philomath School District's Facilities Director, reported on projects that they completed this year. They replaced many old light fixtures throughout the District, and switched to them to LED lighting. He said that by replacing the fixtures, the lighting is better and they are less expensive to run. They replaced the football field lights last summer. All of the lighting was reimbursed due to Senate Bill 1149. Electric usage has been cut in half, and dark areas on the football field and in large buildings have been eliminated. He showed pictures of construction that they completed on the Philomath Academy, and all of the work was done in house. He explained the projects that they have lined up for the 2024-2025 school year. Joey talked about the Long Range Planning that he put together, but the limitations are always funding. He would like to have a work session with the school Board to come up with a Long Range Plan along with budget planning.
5. **End of School Year Updates:**
 - i. Beth Edgemon, the Philomath Academy counselor, reported that they have field trips coming up to see the Corvallis Knights play baseball and to visit the Yaquina Head Tide Pools. They are anticipating 20 graduates and nine GED completers this year.
 - ii. At Clemens Primary School, they had their special person day. Students invited people who were special to them to visit the school on this day. Recently, they raised over \$3,500 at their book fair. Summer LitCamp will take place this summer with a limit of 20-25 students.
 - iii. Eric Beasley, PES & Blodgett Principal, reported that Blodgett students took a field trip to the Clemens Pool to take a swimming lesson.
 - iv. Eric reported that at a recent fundraiser, they raised enough money to buy a new sound system for the elementary school. They have many activities planned for the rest of the year.
 - v. Middle school students just attended Outdoor School. Students will be touring OSU and the U of O. Their HERO Challenge took place at OSU and it was very successful. Their 8th grade celebration is June 13th.
 - vi. Mark Henderson, PHS Principal, reported that they just finished AP testing. Their Homegoing week is coming up, and there are many activities planned. The National Honor Society induction is May 30th.

6. **Association Reports:**

- i. **PEA:** David Dunham reported that he will be serving as the PEA treasurer next year, and Nicole Stueve will serve as PEA president. He encouraged all parties to work together to make the district a safe, productive and welcoming place.
- ii. **OSEA:** Dawnia Kohn thanked everyone for their time and effort to work on their Classified Bargaining Agreement.

7. **Superintendent's Report:**

- i. Superintendent Halliday reported that at the Philomath Rotary's Salmon and Jazz annual event, they raised money to support students. Groups that helped with the event were The National Honor Society, the PHS Dance Team, the HS Jazz Band and the Philomath Scouts. Each group was given a donation for helping during the event. A trio of HS students, *Root Vegetables*, played music during the event, as well as guitarist, Patrick Kamins. The HS Jazz Band played after-dinner dance music. The Rotary Club will be presenting three, \$1000 scholarships at the Honor's Convocation.
 - ii. Coffee with the Board was organized by Director Hering and hosted by Director Wells and Director Hering at Timber Towne Coffee.
 - iii. The Classified CBA is on the agenda to ratify.
 - iv. Seven students earned their GED through the Academy this year.
 - v. Superintendent Halliday praised Lyn Kawai, the district's ELL Program Director, for supporting students from many different backgrounds.
 - vi. Nutrition services will still be supported by the Corvallis School District next year.
8. **Financial Report:** The Financial Report was included in the Board packet. Many people attended the budget committee meeting, and the proposed budget was approved at the May 9th meeting. ODE completed the 22-23 reconciliation, and the District is receiving a positive adjustment from that.

C. **STRATEGY AND DISCUSSION**

1. **Board Self-Evaluation:**

Superintendent Halliday said that the Board can either use OSBA for the self-evaluation or an in-house process based on the current Board goals. Director Gudge said that she would like a guided self-evaluation through OSBA, and then possibly continue that process every other year. Superintendent Halliday will contact OSBA.

D. **DISCUSSION & ACTION ITEMS**

1. **Student Representative to the Board:**

This process will start in the fall after the new Student Representative to the Board policy is adopted.

2. **OSEA CBA Approval:** The Classified bargaining team settled their agreement. Director Gudge moved to ratify the OSEA Bargaining Agreement with the corrected typo (24-24 corrected to 24-25 in Article 12.2.1). The motion was seconded by Director Dealy, and it was approved unanimously by the Board. Motion passes 4-0, with one absent.

3. Second Reading Policies:

- i. Policy EBBB: Director Gudge moved to approve updated policy EBBB as corrected. Director Dealy seconded the motion, and it was approved unanimously by the Board. Motion passes 4-0, with one absent.
- ii. Second Reading Policies: Director Dealy moved to delete the policies as listed, and approve the second reading policies as listed with the exception of policy EBBB. Director Gudge seconded the motion, and the Board unanimously approved them. Motion passes 4-0, with one absent.

E. MEETING CLOSURE

1. Next Meeting Agenda Items:

Director Gudge said that the Board self-evaluation should be an action item at the next Board meeting.

2. Board Thanks:

- i. Director Dealy thanked the members of the OSEA negotiating team for a smooth, positive process.
- ii. Director Gudge thanked the OSEA bargaining team. She thanked our departing teachers, and especially Donna Carter for the impact she has had on her own children by inspiring them to go into the healthcare industry.
- iii. Director Dealy also thanked Donna Carter.
- iv. Director Hering thanked everyone for staying until the end of the Board meeting.
- v. Director Wells thanked everyone in the district. He thanked Director Hering for organizing coffee with the Board. He thanked Jennifer Griffith for her work on the budget.

3. Board Requests: No Board requests.

4. Adjournment: Board Chair Rick Wells adjourned the meeting at 9:26 pm.

Board Chair

Superintendent

Date

RESOLUTION No. 2324-07

RESOLUTION ADOPTING THE BUDGET

BE IT RESOLVED that the Board of the Philomath School District 17J
 hereby adopts the budget for fiscal year 2024-25 in the total amount of \$54,198,227.*
 This budget is now on file at **1620 Applegate Street** in Philomath, Oregon.

RESOLUTION MAKING APPROPRIATIONS

BE IT RESOLVED that the amounts shown below are hereby appropriated for the fiscal year beginning
 July 1, 2024, for the following purposes:

General Fund 100

Instruction.....	15,381,817
Support Services.....	8,702,563
Capital Outlay.....	224,000
Transfers.....	970,000
Contingency.....	368,000
Total.....	\$25,646,380

Local/State/Federal Programs Funds 200s

Instruction.....	2,276,262
Support Services.....	1,511,713
Enterprise & Comm.....	785,716
Facilities Acquisition	360,000
Total.....	\$4,933,691

Assoc. Student Body Funds 284-286

Instruction.....	806,119
Total.....	\$806,119

Pool Operation Fund 295

Instruction.....	9,346
Enterprise & Comm.....	180,354
Total.....	\$189,700

Debt Service Fund 300s

Debt Service	1,837,600
Total.....	\$1,837,600

Capital Projects Fund 400s

Support Services.....	547,500
Facilities Acquisition	470,667
Total.....	\$1,018,167

Unemployment Fund 600s

Support Services.....	151,500
Total.....	\$151,500

Trust & Agency Funds 700s

Instruction.....	79,750
Support Services.....	115,850
Enterprise & Comm.....	2,400
Total.....	\$198,000

Total APPROPRIATIONS, All Funds	\$34,781,157
Total Unappropriated and Reserve Amounts, All Funds	19,417,070
TOTAL ADOPTED BUDGET	\$54,198,227 *

(* amounts with asterisks must match)

X _____
 Rick Wells, Board Chair

X _____
 Susan Halliday, Superintendent

RESOLUTION No. 2324-08

RESOLUTION IMPOSING THE TAX

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed upon the assessed value of all taxable property within the district for tax year 2024- 2025:

- (1) At the rate of \$ 4.8664 per \$1000 of assessed value for permanent rate tax;
- (2) At the rate of \$ 1.50 per \$1000 of assessed value for local option tax;
- (3) In the amount of \$2,347,400 for debt service on general obligation bonds;

RESOLUTION CATEGORIZING THE TAX

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b as:

Subject to the Education Limitation

Permanent Rate Tax.....\$ 4.8664/\$1000
Local Option Tax.....\$ 1.50/\$1000

Excluded from Limitation

General Obligation Bond Debt Service.....\$ 2,347,400

The above resolution statements were approved and declared adopted on June 20, 2024 .

X _____
Rick Wells, Board Chair

X _____
Susan Halliday, Superintendent

150-504-075-5 (Rev. 10-01-19)



June 20, 2024

Board Members:

Included in this board packet are the resolutions for the Board to approve in order to adopt the 2024-2025 budget. These resolutions allow the board to adopt the budget, set budget appropriations and set the tax levy rates for the district. To comply with Oregon Budget Law the 2024-2025 budget needs to be adopted and tax levies set prior to June 30, in order to begin spending on July 1, 2024.

Also included with this board packet is Resolution 2324-06 to appropriate additional General Fund. The district received interest income higher than originally budgeted, this resolution will appropriate the additional amount for General Fund Instruction and Support Services.

Accuity will be on-site this week to start the 2023-24 audit preparation. They have traditionally started the audit process in the spring and then will return in the fall to complete the field work after the close of the fiscal year.

The monthly enrollment report and the financial reports for the period ending May 31, 2024 are included in the board packet.

April 2024 General Fund Expenditures totaled \$1,831,817. Expenditures that exceed \$10,000 are as follows:

- | | | |
|-----------------------------------|------------|------------------------------|
| • American Fidelity Assurance Co. | \$ 10,514 | (Paid Leave OR payment) |
| • Linn-Benton Community College | \$ 16,016 | (Tuition for HS/PA students) |
| • Citizens Bank | \$ 20,007 | (Check for Van purchase) |
| • Corvallis School District | \$ 20,623 | (January Food Service) |
| • Corvallis School District | \$ 33,932 | (April Food Service) |
| • Corvallis School District | \$ 51,009 | (Feb & March Food Service) |
| • Kings Valley Charter School | \$ 265,241 | (May SSF payment to KVCS) |

Respectfully Submitted,

Jennifer Griffith
Business Manager



2023-2024 Philomath SD 17J | General Fund Overview - Revenue

YTD Local Sources

102.38% of Budget

Prior Year YTD: 97.51% of Actuals

YTD State Sources

100.37% of Budget

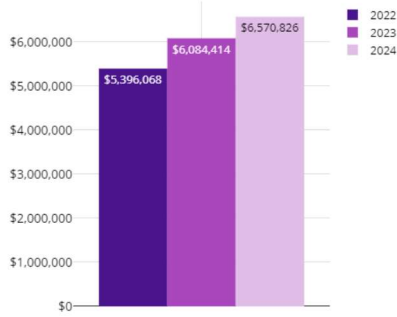
Prior Year YTD: 94.37% of Actuals

YTD All Sources (except 5400s)

100.65% of Budget

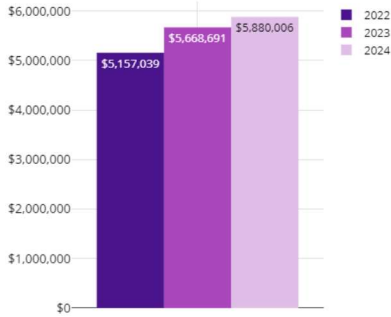
Prior Year YTD: 95.13% of Actuals

Local Sources (1000s)



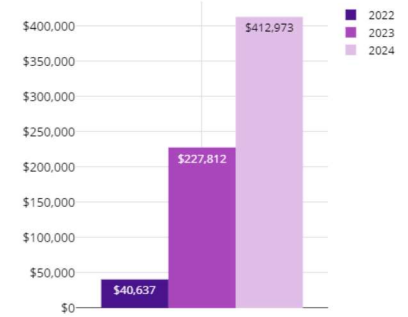
For the Period JUL - MAY

Property Taxes (1100s)



For the Period JUL - MAY

Interest Earnings (1500s)



For the Period JUL - MAY

State Sources (3000s)



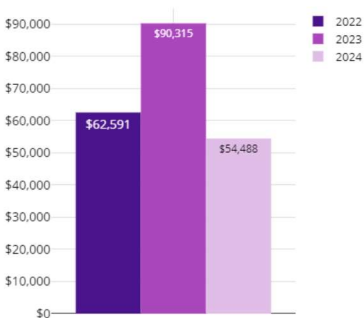
For the Period JUL - MAY

State School Fund (3101)



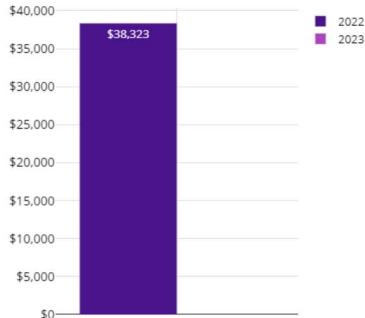
For the Period JUL - MAY

Intermediate Sources (2000s)



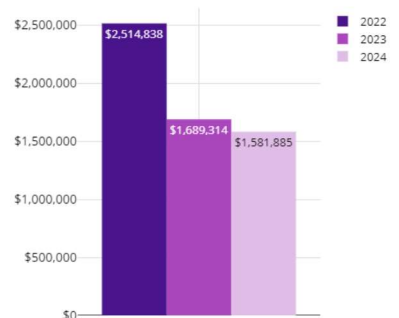
For the Period JUL - MAY

Federal Sources (4000s)



For the Period JUL - MAY

Other Sources (5000s)



For the Period JUL - MAY



YTD Salary and Benefits

78.76% of Budget

Prior Year YTD: 80.47% of Actuals

YTD Purchased Services

103.09% of Budget

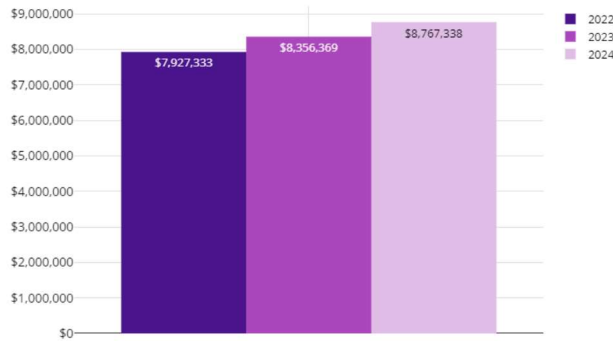
Prior Year YTD: 91.14% of Actuals

YTD Other Expenses

82.70% of Budget

Prior Year YTD: 94.54% of Actuals

Salaries (100s)



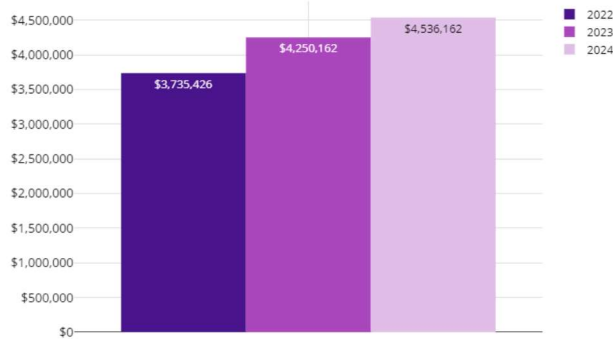
For the Period JUL - MAY

Benefits (200s)



For the Period JUL - MAY

Purchased Services (300s)



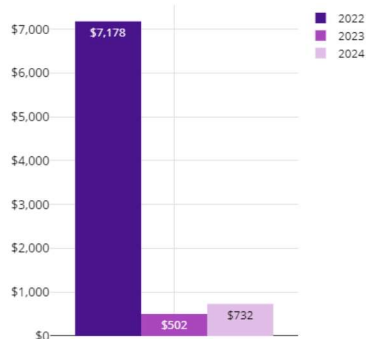
For the Period JUL - MAY

Supplies (400s)



For the Period JUL - MAY

Capital Outlay (500s)



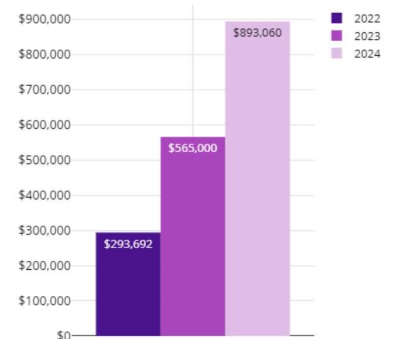
For the Period JUL - MAY

Other Objects (600s)



For the Period JUL - MAY

Transfers (700s)

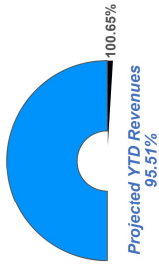


For the Period JUL - MAY

100 General Fund Revenue Dashboard Summary

For the Period Ending May 31, 2024

Actual YTD Revenues



Actual YTD Local Sources



Actual YTD State Sources

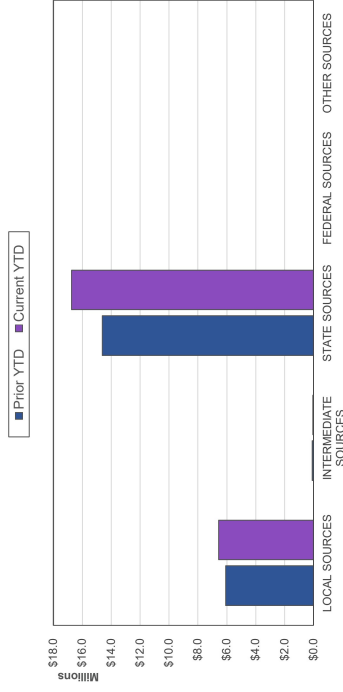


General Fund Revenues

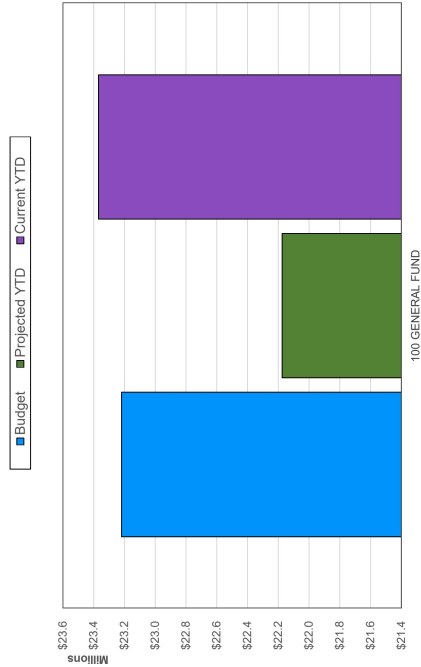
Top 10 General Fund Sources of Revenue (Year-to-Date)

State School Fund (SSF)	\$16,615,254	99.96%
Property Taxes	\$4,528,682	
Resources - Beginning Fund Balance	\$1,581,885	
Local Option Levy Taxes	\$1,346,409	
Interest On Investments	\$412,973	
Kings Valley Charter School Fees	\$167,895	
Restricted Grants-In-Aid	\$129,601	
Miscellaneous	\$88,840	
Severe Disabilities Reimbursement	\$53,529	
Rentals	\$16,549	
Percent of Total Revenues Year-to-Date		99.96%

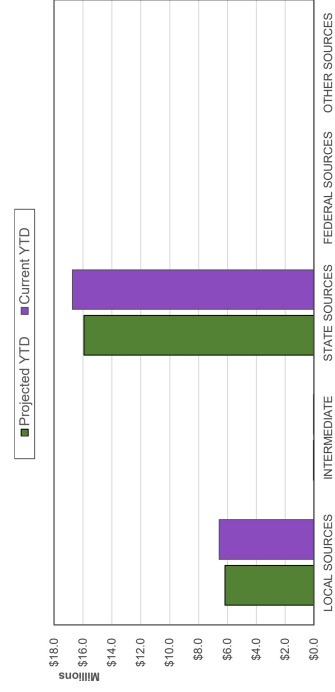
General Fund Revenue by Source | Prior YTD vs. Current YTD



Revenues by Fund | Budget / Projected YTD / Current YTD



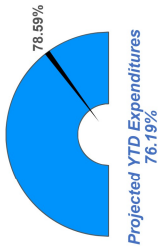
General Fund Revenue by Source | Projected YTD vs. Current YTD



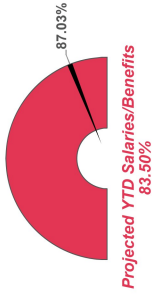
100 General Fund Expense Dashboard Summary

For the Period Ending May 31, 2024

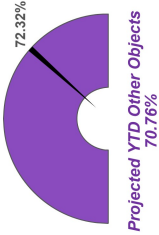
Actual YTD Expenditures



Actual YTD Salaries/Benefits



Actual YTD Other Objects

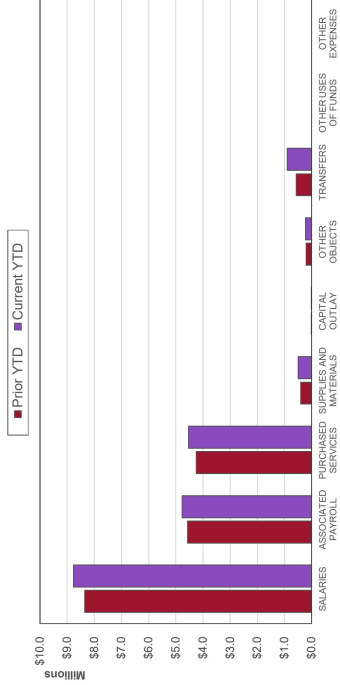


General Fund Expenditures

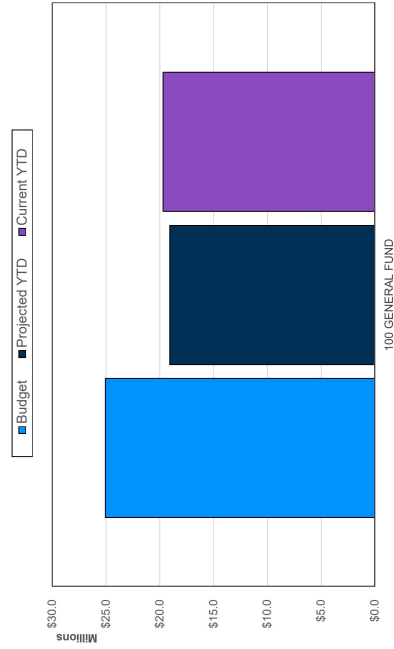
Top 10 General Fund Expenditures by Program (Year-to-Date)

Licensed Salaries	\$4,500,796
Charter School Payments, Adm	\$2,081,093
Classified Salaries	\$1,699,856
Public Employees Retirement System	\$1,440,348
Medical Insurance	\$1,429,513
Administrator Salaries	\$1,095,066
Fund Transfers	\$893,060
Unrepresented Salaries	\$745,697
Social Security Administration	\$651,652
Charter School, Remote Elementary	\$651,212
Percent of Total Expenditures Year-to-Date	77.12%

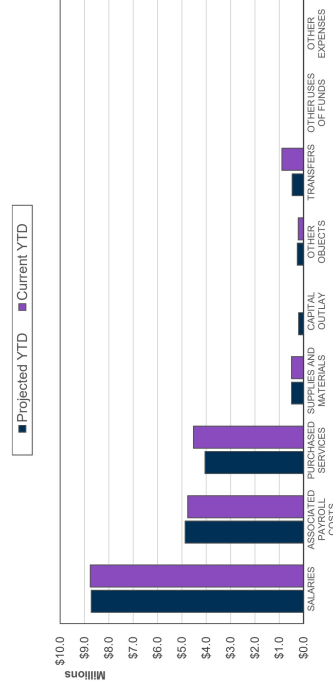
General Fund Expenditures by Object | Prior YTD vs. Current YTD



Expenditures by Fund | Budget / Projected YTD / Current YTD



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



PHILOMATH SCHOOL DISTRICT, 17J
Appropriations, Budget vs. Actual
Fiscal Year 2023-2024

	Appropriations	YTD	Encumbrances	Resolutions	Totals	(Over)/Under Budget
General Fund (100)						
1000 Instruction	13,913,402	11,711,422	2,548,770	450,000	14,260,192	103,210
2000 Support Services	8,046,586	7,265,080	864,747	278,000	8,129,827	194,759
4000 Facilities	-	-	-	224,000	-	224,000
5200 Transfers	540,000	908,060	-	370,000	908,060	1,940
6000 Contingency	325,000	-	-	-	-	325,000
Sub Totals	22,824,988	19,884,562	3,413,517	1,322,000	23,298,079	848,909
Local/State/Federal Programs Funds						
1000 Instruction	2,117,374	1,587,910	402,555	179,000	1,990,465	305,909
2000 Support Services	862,136	627,907	79,519	178,000	707,426	332,710
3000 Community Services	667,526	458,119	62,967	(20,000)	521,086	126,440
4000 Facilities	407,500	6,880	-	-	6,880	400,620
5200 Transfers	-	-	-	-	-	-
Sub Totals	4,054,536	2,680,816	545,041	337,000	3,225,857	1,165,679
Pool Operations Fund (295)						
1000 Instruction	11,692	10,598	770	-	11,368	324
2000 Support Services	-	-	-	-	-	-
3000 Community Services	162,808	162,767	13,695	20,000	176,462	6,346
Sub Totals	174,500	173,365	14,465	20,000	187,830	6,670
Assoc. Student Body (284, 285, 286)						
1000 Instruction	806,755	460,978	62,771	-	523,749	283,006
Debt Service Funds (300)						
5000 Debt Service	1,802,848	1,802,847	-	-	1,802,847	1
Capital Improvement Funds (400)						
1000 Instruction	22,463	11,115	-	-	11,115	11,348
2000 Support Services	394,037	300,483	10,022	-	310,505	83,532
4000 Facilities	424,317	201	-	-	201	424,116
Sub Totals	840,817	311,799	10,022	-	321,821	518,996
Unemployment Fund (600)						
2000 Support Services	13,000	11,842	-	-	11,842	1,158
Reserve Funds (700)						
1000 Instruction	67,250	50,999	16,085	15,000	67,084	15,166
2000 Support Services	127,400	67,894	6,501	(5,000)	74,395	48,005
3000 Community Services	-	1,500	600	5,000	2,100	2,900
Sub Totals	194,650	120,393	23,186	15,000	143,579	66,071
Total Appropriations	30,712,094	25,446,602	4,069,002	1,694,000	29,515,604	2,890,490
Total Unappropriated	13,918,271	-	-	-	-	13,918,271
Total Adopted Budget	44,630,365	25,446,602	4,069,002	1,694,000	29,515,604	16,808,761

2023 / 2024 SCHOOL YEAR
ENROLLMENT FIGURES as of: June 20, 2024

District	CPS	PES	BL	PMS	PHS	Academy	Part Time	KVCS	Part Time
Kindergarten	120	90	7			0	2	21	
1st	109	<u>81</u>	7			1	1	19	
2nd	115	91	6			0	0	18	
3rd	122	95	10			1		16	
4th	105	83	<u>5</u>			1	1	15	
5th	124	<u>104</u>				2		18	
6th	143			120		4		19	
7th	131			112		3	2	14	
8th	129			<u>107</u>		7	0	15	
9th	132				105	13	0	14	
10th	157				124	22	0	11	
11th	146				112	23	0	11	
12th	127				<u>103</u>	<u>20</u>	<u>0</u>	4	
Totals		<u>171</u>	<u>373</u>	<u>35</u>	<u>339</u>	<u>444</u>	<u>97</u>	<u>6</u>	<u>195</u>

TOTAL FULL-TIME ENROLLMENT - All Schools 1,654

Philomath School District 17J - 2023-2024 School Year -- Summary of Enrollment

School	09/23	10/19	11/16	12/13	01/18	02/29	03/21	04/18	05/16	06/20
CPS	178	178	183	179	180	179	179	172	171	171
PES	367	367	364	367	370	374	376	376	373	373
BL	35	35	35	35	35	35	35	35	35	35
PMS	344	343	343	352	343	345	345	341	337	339
PHS	476	482	461	448	450	460	457	455	443	444
Academy	71	80	87	85	93	90	98	99	101	97
KVCS	203	202	203	208	205	202	200	199	199	195
SubTotal	1,674	1,687	1,676	1,674	1,676	1,685	1,690	1,677	1,659	1,654
Part-time students	0	1	4	0	0	6	7	7	6	6
Total Enrollment	1,674	1,688	1,680	1,674	1,676	1,691	1,697	1,684	1,665	1,660

Philomath School District 17J - 2022-2023 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	166	165
PES	348	350	350	350	349	352	352	353	355	353
BL	28	27	27	27	29	30	31	31	33	33
PMS	331	330	332	329	329	333	334	328	331	327
PHS	471	458	456	448	431	444	443	410	413	411
Academy	57	69	70	74	82	82	81	83	84	88
KVCS	209	204	206	199	197	194	191	185	181	182
SubTotal	1,613	1,605	1,608	1,594	1,582	1,600	1,598	1,557	1,563	1,559
Part-time students	7	10	11	9	15	5	5	27	27	21
Total Enrollment	1,620	1,615	1,617	1,603	1,597	1,605	1,603	1,584	1,590	1,580

Benton County School District 17J

Student Activities Summary Report

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From: 7/1/2023 To: 6/30/2024

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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	10,036.52	1,069.00	(4,196.61)	6,908.91	.00	6,908.91
284.0000.9701.097.797.812 PES Blodgett	6,514.85	1,801.03	(5,732.47)	2,583.41	(1,410.70)	1,172.71
284.0000.9701.097.797.815 CPS Donations	2,819.75	12,050.00	(12,088.96)	2,780.79	(2,833.72)	(52.93)
284.0000.9701.097.797.816 PES Grants	4,010.89	2,050.00	(2,691.17)	3,369.72	.00	3,369.72
284.0000.9701.097.797.826 PES Field Trips	.00	.00	.00	.00	.00	.00
284.0000.9701.097.797.827 PES Library	507.69	.00	.00	507.69	.00	507.69
284.0000.9701.097.797.828 PES Donations-Unrestricted	3,077.88	4,295.45	(6,653.12)	720.21	(850.00)	(129.79)
284.0000.9701.097.797.830 PES Music	(173.43)	913.00	(516.55)	223.02	.00	223.02
284.0000.9701.097.797.834 Falcon Swag Fund Balance	.00	265.00	(123.89)	141.11	.00	141.11
284.0000.9701.097.797.842 PES Social Committee	732.65	1,219.67	(1,465.92)	486.40	.00	486.40
284.0000.9701.097.797.846 PES Yearbook	1,721.00	2,294.00	1,642.96	5,657.96	(4,317.20)	1,340.76
284.0000.9701.097.797.847 PES Students in Need	(62.43)	10.00	37.55	(14.88)	.00	(14.88)
284.0000.9701.097.797.849 CPS Students in Need	(29.80)	.00	.00	(29.80)	.00	(29.80)
284.0000.9701.097.797.850 PES School Supplies	.00	.00	.00	.00	.00	.00
GRAND TOTALS	29,155.57	25,967.15	(31,788.18)	23,334.54	(9,411.62)	13,922.92

End of Report

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From: 7/1/2023 To: 6/30/2024

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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	838.00	.00	(182.40)	655.60	.00	655.60
285.0000.9701.098.798.501 PMS Art	1,181.04	315.00	(150.00)	1,346.04	.00	1,346.04
285.0000.9701.098.798.502 PMS Athletics	3,281.03	1,377.00	(1,665.35)	2,992.68	.00	2,992.68
285.0000.9701.098.798.503 PMS Band	3,192.97	1,465.00	(3,924.01)	733.96	.00	733.96
285.0000.9701.098.798.504 PMS Band Repair/Replace	379.76	.00	.00	379.76	.00	379.76
285.0000.9701.098.798.506 PMS Choir Beginning Balance	504.71	799.25	(711.69)	592.27	.00	592.27
285.0000.9701.098.798.508 PMS Drama	12,244.16	11,031.54	(9,040.58)	14,235.12	.00	14,235.12
285.0000.9701.098.798.510 PMS Library	30.47	.00	.00	30.47	.00	30.47
285.0000.9701.098.798.511 PMS Life Skills	612.11	.00	.00	612.11	.00	612.11
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	(27.32)	23,262.91	.00	23,262.91
285.0000.9701.098.798.516 PMS Sports/Pay-to-Play	25.00	.00	.00	25.00	.00	25.00
285.0000.9701.098.798.519 PMS School Enhancement	93.63	112.93	(75.00)	131.56	.00	131.56
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	631.70	3,818.00	(4,696.36)	(246.66)	.00	(246.66)
285.0000.9701.098.798.522 PMS Struxness - Helping Families	1,428.99	397.22	(397.22)	1,428.99	.00	1,428.99
285.0000.9701.098.798.523 PMS Student Body Fees	5,033.73	9,075.00	(7,066.61)	7,042.12	(6,433.25)	608.87
285.0000.9701.098.798.524 PMS Suspension Account	301.50	1,101.88	(301.50)	1,101.88	.00	1,101.88
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	221.77	.00	.00	221.77	.00	221.77
285.0000.9701.098.798.529 PMS Student Wellness	5,585.90	.00	(2,000.00)	3,585.90	.00	3,585.90
285.0000.9701.098.798.530 PMS Oregon Research Institute	2,123.74	.00	(448.81)	1,674.93	.00	1,674.93

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Exclude Encumbrances Reverse Signs Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Range Balance	Encumbrances	Available Balance
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	305.00	700.00	(403.28)	601.72	.00	601.72
285.0000.9701.098.798.535 PMS School Supplies	10.00	.00	.00	10.00	.00	10.00
285.0000.9701.098.798.536 PMS Turkey Bingo	(328.82)	.00	328.82	.00	.00	.00
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	(76.51)	165.00	(23.65)	64.84	.00	64.84
285.0000.9701.098.798.685 PMS Lost or Damaged Technology	.00	.00	.00	.00	.00	.00
GRAND TOTALS	65,564.92	30,357.82	(30,784.96)	65,137.78	(6,433.25)	58,704.53

End of Report

Benton County School District 17J

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Exclude Encumbrances Reverse Signs Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.000 Student Activities	(217.41)	.00	.00	(217.41)	.00	(217.41)
286.0000.9701.099.799.600 PHS Over/Short	149.09	.00	.00	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	2,699.71	2,800.30	(4,589.79)	910.22	.00	910.22
286.0000.9701.099.799.605 PHS Art Club Beginning Fund Balance	432.00	926.00	(1,301.77)	56.23	.00	56.23
286.0000.9701.099.799.606 PHS ASB	6,238.15	14,154.53	(12,680.38)	7,712.30	(113.14)	7,599.16
286.0000.9701.099.799.607 PHS Athletic Officials	(9,701.60)	47,128.30	(48,432.02)	(11,005.32)	.00	(11,005.32)
286.0000.9701.099.799.611 PHS Athletics	2,818.52	18,735.20	(10,762.55)	10,791.17	(715.32)	10,075.85
286.0000.9701.099.799.612 PHS AV Technology	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.613 PHS Baseball	7,328.20	24,031.88	(27,444.57)	3,915.51	.00	3,915.51
286.0000.9701.099.799.616 PHS Botany	4,301.84	833.00	(913.72)	4,221.12	.00	4,221.12
286.0000.9701.099.799.617 PHS Boys Basketball	15,084.01	17,611.50	(15,159.95)	17,535.56	(2,462.55)	15,073.01
286.0000.9701.099.799.618 PHS Cheerleading	7,257.42	57,022.57	(48,320.84)	15,959.15	(17,334.71)	(1,375.56)
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	455.06	.00	.00	455.06	.00	455.06
286.0000.9701.099.799.621 PHS Cross Country	7,356.17	5,356.08	(4,027.92)	8,684.33	(135.00)	8,549.33
286.0000.9701.099.799.622 PHS Dance Team	6,508.60	16,662.41	(14,837.00)	8,334.01	.00	8,334.01
286.0000.9701.099.799.625 PHS Donation	693.01	.00	.00	693.01	.00	693.01
286.0000.9701.099.799.627 PHS Driver Education	.00	17,500.00	(200.00)	17,300.00	.00	17,300.00
286.0000.9701.099.799.633 PHS Robotics Fund Balance	16,422.83	24,797.12	(24,592.89)	16,627.06	(443.80)	16,183.26
286.0000.9701.099.799.634 Robotics PHRED FLL Fund Balance	.00	1,000.00	.00	1,000.00	.00	1,000.00

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Exclude Encumbrances

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	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.635 PHS Foods	3,468.39	3,810.26	(4,418.88)	2,859.77	.00	2,859.77
286.0000.9701.099.799.636 PHS Football	5,960.37	14,815.00	(16,769.78)	4,005.59	(505.00)	3,500.59
286.0000.9701.099.799.637 PHS Forestry	9,868.91	2,558.00	(4,249.78)	8,177.13	(135.00)	8,042.13
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	353.54	.00	.00	353.54	.00	353.54
286.0000.9701.099.799.640 PHS Girls Basketball	13,113.98	20,277.55	(13,144.33)	20,247.20	(1,088.82)	19,158.38
286.0000.9701.099.799.641 PHS Health Occ/Anatomy	(.53)	960.00	(144.53)	814.94	(15.00)	799.94
286.0000.9701.099.799.642 PHS Green Team	159.83	130.00	.00	289.83	.00	289.83
286.0000.9701.099.799.643 PHS Racial Equity Club	7.00	145.00	(7.00)	145.00	.00	145.00
286.0000.9701.099.799.644 PHS Life Skills	3,510.48	300.00	(780.91)	3,029.57	.00	3,029.57
286.0000.9701.099.799.645 PHS Library	(16.13)	7.00	.00	(9.13)	.00	(9.13)
286.0000.9701.099.799.646 PHS Lifeguard	.00	210.00	.00	210.00	(230.00)	(20.00)
286.0000.9701.099.799.647 PHS Link Crew	1,187.99	160.00	(1,132.45)	215.54	.00	215.54
286.0000.9701.099.799.649 PHS Manufacturing Technology	7,550.87	4,591.43	(5,162.78)	6,979.52	(1,031.84)	5,947.68
286.0000.9701.099.799.652 PHS Misc Books	5.78	100.00	.00	105.78	.00	105.78
286.0000.9701.099.799.653 PHS Music Band	1,685.95	2,392.50	(1,161.57)	2,916.88	.00	2,916.88
286.0000.9701.099.799.654 PHS Music Choir	.00	319.00	.00	319.00	.00	319.00
286.0000.9701.099.799.655 PHS Music Tour	9,694.61	1,300.00	.00	10,994.61	(1,520.00)	9,474.61
286.0000.9701.099.799.656 PHS National Honor Society	1,642.73	1,323.89	(993.69)	1,972.93	.00	1,972.93
286.0000.9701.099.799.657 PHS OWC Athletics Account	5,972.64	17,977.26	(17,869.90)	6,080.00	(1,544.32)	4,535.68
286.0000.9701.099.799.658 PHS OWC Activities Account	.00	3,928.68	(4,856.39)	(927.71)	.00	(927.71)

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Exclude Encumbrances Reverse Signs Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.659 PHS Parking/Student Safety	697.43	1,090.00	(350.72)	1,436.71	.00	1,436.71
286.0000.9701.099.799.660 PHS PE Fees	294.59	50.00	(63.99)	280.60	.00	280.60
286.0000.9701.099.799.661 PHS Peer Counseling	195.74	.00	.00	195.74	.00	195.74
286.0000.9701.099.799.664 PHS PHS Pay to Play	1,847.50	23,576.00	(11,017.50)	14,406.00	.00	14,406.00
286.0000.9701.099.799.665 PHS Preschool	1,853.93	6,350.00	(4,871.04)	3,332.89	(28.05)	3,304.84
286.0000.9701.099.799.666 PHS Prom	4,816.66	9,482.29	(7,586.58)	6,712.37	.00	6,712.37
286.0000.9701.099.799.667 PHS PSAT Fee Collections	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.670 PHS Scholarship	200.77	.00	.00	200.77	.00	200.77
286.0000.9701.099.799.672 PHS Scholarship - Steve Moos-BES fundraiser	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.674 PHS School Enhancement	8,346.45	1,963.53	(167.69)	10,142.29	.00	10,142.29
286.0000.9701.099.799.675 PHS School of Business	2,449.64	.00	(574.21)	1,875.43	.00	1,875.43
286.0000.9701.099.799.676 PHS Science	.00	20.00	(20.00)	.00	.00	.00
286.0000.9701.099.799.678 PHS Soccer Boys	991.11	4,105.00	(4,178.51)	917.60	.00	917.60
286.0000.9701.099.799.679 PHS Soccer Girls	827.29	3,088.76	(2,564.96)	1,351.09	.00	1,351.09
286.0000.9701.099.799.680 PHS Softball	8,266.01	11,102.14	(9,412.10)	9,956.05	(95.99)	9,860.06
286.0000.9701.099.799.681 PHS Spanish Class	1,531.61	.00	(130.26)	1,401.35	.00	1,401.35
286.0000.9701.099.799.682 PHS Youth Transition Program	997.88	487.39	(52.75)	1,432.52	.00	1,432.52
286.0000.9701.099.799.684 PHS Student Body Fee	250.00	14,525.00	(12,855.00)	1,920.00	.00	1,920.00
286.0000.9701.099.799.685 PHS Lost or Damaged Technology	.00	280.00	.00	280.00	.00	280.00
286.0000.9701.099.799.686 PHS Swim Team	267.86	2,155.00	(1,729.38)	693.48	.00	693.48
286.0000.9701.099.799.687 PHS Boys Tennis	6,514.44	3,585.00	(4,967.83)	5,131.61	.00	5,131.61
286.0000.9701.099.799.688 PHS Girls Tennis	.00	2,344.00	2,145.92	4,489.92	.00	4,489.92

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	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.689 PHS Theatre	5,518.04	3,140.09	(4,546.03)	4,112.10	.00	4,112.10
286.0000.9701.099.799.690 PHS Track	1,858.05	5,270.67	(5,171.00)	1,957.72	(1,332.37)	625.35
286.0000.9701.099.799.693 PHS Volleyball	6,513.65	16,644.51	(11,948.71)	11,209.45	.00	11,209.45
286.0000.9701.099.799.695 PHS Warrior Wellness	3,212.68	.00	(925.25)	2,287.43	.00	2,287.43
286.0000.9701.099.799.696 PHS Wrestling	(516.25)	15,101.09	(13,024.18)	1,560.66	.00	1,560.66
286.0000.9701.099.799.697 PHS Yearbook	15,647.03	16,669.00	(30,978.97)	1,337.06	.00	1,337.06
286.0000.9701.099.799.698 PHS Lagestee PTP Waiver Scholarship	6,699.33	1,252.03	(250.00)	7,701.36	.00	7,701.36
286.0000.9701.099.799.705 HS Student Transcript Fees	45.11	.00	(35.87)	9.24	.00	9.24
286.0000.9701.099.799.708 Pool Timing System Fundraiser	.00	.00	.00	.00	.00	.00
GRAND TOTALS	211,771.43	466,145.96	(409,232.00)	268,685.39	(28,730.91)	239,954.48

End of Report

Philomath School District 17J

Code: BBF
Adopted: 10/18/18

Board Member Standards of Conduct

A Board member ~~should:~~~~shall:~~

1. Comply with ethics laws for public officials;
2. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;
3. Understand that the Board makes decisions by ~~as~~ a quorum vote of the Board ~~team~~. Individual Board members may not commit the Board to any action;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions ~~are~~ made by a quorum ~~majority~~ vote ~~are the final decisions of the Board~~. Such decisions ~~and~~ should be supported by all Board members;
6. Make decisions only after the facts are presented and discussed;
7. Understand the chain of command and refer problems or complaints to the proper administrative office;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at ~~properly noticed~~ ~~official~~ Board meetings;
9. Insist that all Board and district business is ethical and honest;
10. Be open, fair and honest — no hidden agendas;
11. Understand that Board members will receive information that is confidential and cannot be shared;
12. Recognize that the superintendent is the Board's ~~employee and designated as the chief executive officer of the district~~ ~~adviser~~;
13. Take action only after hearing the superintendent's recommendations;
14. Refuse to bring personal or family problems into Board considerations;
15. Give ~~district~~ ~~the~~ staff the respect and consideration due ~~to~~ skilled, professional employees;
16. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;
17. Respect the right of the public to attend and observe Board meetings;

18. Respect the right of the public to be informed about district decisions and school operations as allowed by law;
19. Remember that content discussed in executive session is confidential;
20. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon’s Public Meetings Laws;
21. When posting online or to using social media, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or district business;
22. A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make a report to the Department of Human Services (DHS)[¹] or to law enforcement within the county where the person making the report is located at the time of contact. 23.
23. Board members shall submit to an in-state criminal records check.
- ~~24. —Never post confidential information about students, staff or district business on any social media.~~

END OF POLICY

Legal Reference(s):

[ORS 162.015 - 162.035](#)
[ORS 162.405 - 162.425](#)
[ORS 192.610 - 192.710](#)

[ORS Chapter 244](#)
[ORS 332.055](#)
[ORS 419B.005](#)

[ORS 419B.010](#)
[ORS 419B.015](#)

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest
 GBI - Gifts and Solicitations

¹ [How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)]

Philomath School District 17J

Code: BCBA
Adopted: 9/15/22

Student Representative to the Board

~~The Board has provided for a formalized ongoing method of communication with district students by establishing a position of student representative to the Board.~~

~~The student representative shall receive notice of non-executive session meetings, the agenda and the appropriate agenda materials; be provided a place at the Board table; and shall have the same privileges of discussion as apply to Board members. The student representative shall not be permitted to attend executive session meetings. The student representative shall not be a voting member of the Board and will not be permitted to make motions or second motions. However, the student representative shall be entitled to a vote and the ability to make and second motions on the selection of the next student representative.~~

~~The student representative shall be installed on the Board through the following Oath of Office:~~

~~“I _____, will support the Constitution and the laws of the United States, the state of Oregon and the laws thereof, and the policies of the Philomath School District, and will discharge the duties of Student Representative to the Philomath School District Board of Education to the best of my ability~~

The Board establishes ~~[[two] [three] positions]~~ [a position] of student representative on the [Philomath School District] Board. A student representative shall not be a voting member of the Board.

[A student representative shall be installed on the Board with the following Oath of Office:

“I _____, will support the Constitution and the laws of the United States, the state of Oregon and the laws thereof, and the policies of the [] District, and will discharge the duties of Student Representative on the [] Board to the best of my ability.”]

~~[¹] A student representative on the Board shall be selected through a process determined by the Board. The Board will outline and publish the application and selection process, as well as the roles and responsibilities of a student representative, communication expectations, procedures and regulations for student representatives.]~~

[The superintendent {or designee} will develop administrative regulations to include {application and selection processes, roles and responsibilities of a student representative, communication expectations, procedures and regulations for student representative}. The information will be published {in appropriate school communications} {and} {on the district website}.]

¹ {Discuss and decide whether the Board will be the driver for application, selection, etc., or if decision making is the responsibility of administration and/or the student body from the respective school(s). This first paragraph indicates the Board will manage; the next paragraph is more appropriate if the administration and/or student body will process a choice.}

The district will ensure the process and management of student representative application materials, communications and the interview process (if applicable) will comply with the requirements of law related to student records.

A student representative shall not be liable for any acts of the Board.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2023).

OSBA Model Sample Policy

Code: BCBA-AR
Revised/Reviewed:

Student Representatives(s) on the Board

{Optional administrative regulation. Changes, additions or modifications to this administrative regulation is entirely up to local control.}

Student Representative Eligibility

1. Be a resident, full-time student at the time of application and remain so while serving.
2. Be a student in grade [10 or 11] at the time of application.
3. A student who served while in grade 11 may reapply to serve a second term.

Student Representative Role and Responsibilities

A student representative on the board will abide by the following regulations:

1. Will take the oath of office stated in Board policy BCBA – Student Representatives(s) on the Board before taking their seat on the Board;
2. Shall not be a voting member of the Board;
3. Shall not hold an officer position on the Board;
4. Shall not attend an executive session of the Board;
5. Will serve ~~an academic year~~ [[August] [September] 1–June 30] ~~one-year term~~ beginning in the subsequent school year;
6. Will attend all regular board meetings ~~and work sessions~~ and will be invited to attend budget meetings;
7. Will review and read the board packet in preparation for meetings;
8. Can participate in discussions of the Board at regular meetings or work sessions;
9. Will have authority given to school board members by parliamentary procedure, e.g., point of order, appeal;
10. ~~[May make motions which may be acted upon by the Board except on employee matters or other executive session matters;]~~
11. Will be responsible for providing regular updates to the district’s student community through available district communication channels;

12. Will give earliest possible notification to the Board of intent to resign, if applicable. Vacancies will be filled through the established process [or a student representative may be appointed as deemed appropriate by the Board] [;] [.]
13. ~~Will~~ should meet prior to finishing a term of service with a successor student representative to highlight ongoing projects and/or current state of the Board [;] [-]
14. ~~May~~ be removed from office for failing to meet roles and responsibilities or regulations outlined herein as determined by the Board, or if deemed necessary by district administration as part of a disciplinary proceedings issued by school administration. }

Other Responsibilities and/or Duties as Assigned

The following is a non-inclusive list of other possible duties and/or responsibilities for student representative on the board:

1. May be asked to present specific school board proposals to the district’s student community to gain insight and opinions from local students, as appropriate.
2. May be asked to communicate with school-sponsored clubs and organizations on topics proposed by the Board.
3. May be asked to serve on a Board committee.
4. May be asked to participate in the promotion for the role of student representative on the Board during the application period for a successor.

Application and Selection Timeline

The application materials are available from the high school office and on the school website.

The application deadline¹ and process for selecting a student board member is established each year by ~~district administration~~ [the Board] and published ~~on the school website~~ [and in school communications]. ~~Applications for student representative must be submitted by the end of the school day on or before the published deadline in writing to the district office school office.~~ [Applications will be forwarded to the Board secretary.] A student representative applicant, if deemed eligible to serve, ~~will~~ may also participate in an interview with a selection committee. The selection of a student representative for the subsequent school year will be made by committee no later than ~~June 1~~.

The district will designate a staff member as point of contact to aid applicants with questions related to board service and about the roles and responsibilities of a student representative.

The selection of a student representative will be based on the applicant’s completed application and submitted materials [and the interview].

~~The district designee will organize a selection committee consisting of not less than five members, including the superintendent or designee, the student’s building principal or designee, [one] board~~

¹ Generally, a deadline date will be established and published by [March 1] for an application deadline which is no later than [April 15], allowing at least [six] weeks for the application period.

~~member, and the current student representatives(s) or at least [two] students appointed by the [building principal]]. The district may designate an alternate staff member, e.g., school counselor, teacher, as a committee member if participation of a student or students it is not practical for the current circumstances.]~~

District Role and Responsibilities

1. The district administration will ensure the student representative on the Board receives the same notices and materials as elected/appointed school board members, e.g., notice of meetings, agendas, appropriate meeting materials, except confidential information or materials concerning personnel, bargaining or legal matters.
2. The Board will provide a place at the board table for a student representative.
3. The district is responsible for providing a student representative with access to available school communication channels to support providing regular updates to the district's student community.
4. The district will provide learning opportunities as deemed appropriate by the district to student representative, e.g., trainings, workshops, conferences, at district expense.
5. The district will designate a point of contact for the student representative from district staff.
6. The designated district staff will meet with a newly elected/appointed student representative to mentor and help orient the student representative's role on the Board.
7. The district will invite a student representative to attend [public] budget meetings.

Philomath School District 17J

Code: CB
Adopted: 10/18/18
Revised/Readopted: 2/16/23

Superintendent

The superintendent¹ is designated as the district’s chief executive officer. Under the Board’s direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management.

The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts³.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 332.515](#)

[OAR 581-022-2405](#)
[OAR 584-005-0005\(51\)](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent

¹ The term “superintendent” includes an interim superintendent.

² “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

~~³ Also includes taking any action that conflicts with law that applies to education service districts.~~

OSBA Model Sample Policy

Code: EBC
Adopted:

Emergency Plan and First Aid**

{Highly recommended policy. This policy informs districts about requirement for an emergency procedures plan (OAR 581-022-2225), and other minimum standards for providing emergency care to students.}

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The superintendent will consult with community and county agencies while developing this plan. The district's emergency plan will meet any requirements of the State Board of Education.

Copies of the emergency plan will be available in every school office and other strategic locations throughout the district. Parents or guardians will be informed of the district's plan.

In each district facility, procedures for handling health emergencies will be established and made known to staff. Each district facility and district vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Each school in the district shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the district and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.

END OF POLICY

Legal Reference(s):

[ORS 30.800](#)
[ORS 192.660\(2\)\(k\)](#)
[ORS 332.107](#)
[ORS 433.260](#)
[ORS 433.441](#)

[OAR 437-002-0042](#)
[OAR 437-002-0120 - 0139](#)
[OAR 437-002-0161](#)
[OAR 437-002-0360](#)
[OAR 437-002-0377](#)
[OAR 581-022-2030\(3\)\(c\)](#)

[OAR 581-022-2220](#)
[OAR 581-022-2225](#)
[OAR 581-053-0003\(40\)](#)
[OAR 581-053-0220\(3\)\(e\)\(B\)\(iii\)](#)
[OAR 581-053-0320\(5\)\(b\)](#)
[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

Philomath School District 17J

Code: EBCB
Adopted: 1/24/14
Revised/Readopted: 11/15/18
Orig. Code: EBCB

Emergency Drills and Instruction

Each administrator will conduct emergency procedure drills in accordance with the provisions of Oregon Revised Statutes (ORS) and the applicable Oregon Fire Code.~~;~~

All schools are required to instruct and drill students on district emergency procedures so they ~~that students~~ can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, ~~tsunami procedures~~ and safety threats. Instruction on emergency procedures shall be conducted for at least 30 minutes each school month ~~and safety threats~~.

The first emergency evacuation drill

~~Instruction on fires, earthquakes, safety threats and drills for students,~~ shall be conducted within 10 days of the beginning of classes ~~for at least 30 minutes each school month~~.

Fire Emergencies

~~The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year.~~ Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake ~~and Tsunami~~ Emergencies

~~At least two drills on earthquakes shall be conducted each year.~~ ~~At least three drills on earthquakes that include tsunami drills shall be conducted each year.~~

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

~~Drills and instruction on tsunami emergencies shall include immediate evacuation after an earthquake, when appropriate, or after a tsunami warning to protect students against inundation by tsunamis.~~

Safety Threats

¹ {Required if schools are in a designated tsunami hazard zone.}

² {This is required action for a district not in a tsunami hazard zone.}

³ {This is required action for a district in a tsunami hazard zone.}

⁴ {This is required action for a district in a tsunami hazard zone.}

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety, and will include explanation of the district’s communication strategy following a safety threat action (See Board policy EBCA - Safety Threats**).

{The district may provide additional instruction relating to other disasters such as flooding, drought, excessive snowfall or wildfires.⁵}

~~The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.~~

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 336.071](#)

[ORS 339.324](#)
[ORS 476.030](#)

[OAR 581-022-2225](#)

[OREGON STATE FIRE MARSHAL](#), OREGON FIRE CODE.

Cross Reference(s):

GBE - Staff Health and Safety

⁵ The Oregon Department of Education has resources available at <https://www.oregon.gov/ode/schools-and-districts/grants/pages/threat-and-hazard-resources.aspx>.

Philomath School District 17J

Code: JBAA
Adopted: 3/17/14
Revised/Readopted: 12/16/19
Orig. Code: JBAA

Section 504 – Students

In compliance with the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the district shall ensure that no otherwise qualified individual with disabilities shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the district or those provided by the district through contractual or other arrangements. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

The superintendent will ensure all Section 504-qualified students with disabilities are identified annually. Students will be evaluated by a team of individuals knowledgeable about the student, the meaning of the evaluation data and placement options. Services will be provided as required by law.

The superintendent will develop administrative regulations as needed for the implementation of this policy and to meet the requirements of state and federal law. Regulations will include provisions to ensure notice of the district’s responsibilities are provided as required and that procedures are established for students, parents and staff with complaints concerning district compliance with the provisions of law.

END OF POLICY

Legal Reference(s):

ORS 192.630	ORS 659A.103	OAR 581-021-0046
ORS 326.051(1)(e)	ORS 659A.109	OAR 581-021-0049
ORS 343.068		OAR 581-022-2310
ORS 659.850	OAR 581-015-2030	
ORS 659.865	OAR 581-021-0045	

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012).

Americans with Disabilities Amendments Act of 2008.

Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).

Philomath School District 17J

Code: JBAA-AR
Revised/Reviewed: 3/17/14; 12/16/19
Orig. Code: JBAA-AR

Section 504 – Students**/*

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

Definitions

1. A student is considered a “qualified individual with disabilities” under Section 504 if the student:
 - a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
 - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
 - c. Is regarded as having such an impairment. A person can be found eligible under this provision if they:
 - (1) Have a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
 - (2) Have a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese); or
 - (3) Have no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV virus but has no physical effects from it).
 - d. Have a qualifying disability that is episodic or in remission.
2. “Physical or mental impairment” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities;
3. “Major life activities,” as defined by the ADA, means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;
4. “Program or activity” includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;

5. “Potentially disabling conditions” under Section 504, if they substantially limit a major life activity, may include, but are not limited to:
 - a. Attention deficit disorder (ADD);
 - b. Behavior disorders;
 - c. Chronic asthma and severe allergies;
 - d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
 - e. Diabetes.

District Responsibilities

The superintendent or designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the district’s compliance efforts with Section 504;
3. Provide procedures to resolve student, parent and employee complaints of discrimination;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district’s policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student’s needs. Notice will specify the employee designated by the district to coordinate the district’s Section 504 compliance efforts;
5. Annually identify and locate Section 504 qualified students with disabilities in the district who qualify for services;
6. Annually notify students with disabilities and their parents or guardians of the district’s responsibilities under Section 504;
7. Provide parents or guardians with procedural safeguards:
 - a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by OAR 581-015-2390;
 - b. An opportunity to review relevant records.
8. Provide all employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support access to the 504 Plan.

Transportation

1. If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student’s behavior and the student’s disability and provide the parent with notice of their rights.
2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student than would be incurred if the student were placed in programs operated by the district.

Evaluation

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.
2. All employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the 504 Plan for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the students 504 Plan and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.
3. Tests and other evaluation materials will:
 - a. Be validated and administered by trained personnel;
 - b. Tailored to assess educational need and not merely based on IQ scores;
 - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

Placement

1. In interpreting evaluation data and making placement decisions, the evaluation team will:
 - a. Draw upon information from a variety of sources;
 - b. Ensure that all relevant information is documented and considered;
 - c. Ensure that the student is educated with students without disabilities to the maximum extent possible.

Reevaluations

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to:
 - a. Expulsion;
 - b. Serial suspensions which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
 - c. Transferring or placing the student in alternative education or other such programs;
 - d. Graduation;
 - e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

Discipline

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:
 - a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and

the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;

- b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.
2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and parents are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents and an opportunity for representation by counsel and a review procedure.
 3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.
 4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulation.

Complaints

Student, parent or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed as provided in Board policy AC - Nondiscrimination and accompanying administrative regulation.

Philomath School District 17J

Code: JEA
Adopted: 4/15/13
Revised/Readopted: 12/16/19; 2/16/23; 4/20/23
Orig. Code: JEA

Compulsory Attendance**

Except when exempt by Oregon law, all children between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having ~~legal~~ control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to ~~send~~~~have~~ the child to school ~~attend~~ and maintain the child in regular attendance during the entire school term.

All children five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having ~~legal~~ control of a child, who is five years of age and who have ~~has~~ enrolled the child in a public school, are required to ~~send~~~~have~~ the child to school ~~attend~~ and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~{A citation for violation of ORS 339.035 may be issued.}~~

~~The district will develop procedures for issuing a citation.~~

A parent who is not supervising their child by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1)(c); failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, children shall not be required to attend public, full-time schools:

1. Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children who have received a high school diploma or a modified diploma.
4. Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. Children being educated in the home by a parent, ~~legal~~ guardian or private teacher ~~{:} {:}~~
 - a. ~~{When a student is taught or is withdrawn from a public school to be taught by a parent, legal guardian or private teacher, the parent, legal guardian or private teacher must notify the {Linn~~

Benton Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when such a student moves to a new ESD, the parent, guardian or private teacher shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, the school districts of students who are registered with the ESD and reside in their district;

- b. Each child being taught as described above shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from public school;
 - (2) If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3.
 - c. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;
 - d. Examinations shall be from the list of approved examinations from the State Board of Education;
 - e. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - f. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;
 - g. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;
 - h. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.}
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
 7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
 8. Children excluded from attendance as provided by law.
 9. Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

10. An exemption may be granted to the parent or guardian of any child 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 - 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 339.010 - 339.095](#)
[ORS 339.139](#)

[ORS 339.990](#)
[OAR 581-021-0026](#)
[OAR 581-021-0029](#)

[OAR 581-021-0076](#)
[OAR 581-021-0077](#)

Philomath School District 17J

Code: JEA-AR
Revised/Reviewed: 10/18/01; 12/16/19; 2/16/23;
4/20/23
Orig. Code: JEA-AR

Compulsory Attendance Notices and Citations**

Compulsory attendance

Appropriate notices on student absences or irregular attendance may be issued by the district in accordance with law. ~~A citation~~ ~~citations~~ may be issued by the superintendent or designee for noncompliance of ORS 339.035¹ in accordance with ORS 339.095. ~~as a means to enforce the compulsory attendance law. All such citations shall be issued according to the following procedures:~~

1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine ~~whether a~~ ~~that the~~ parent or guardian has failed to enroll their child and to maintain the child in regular attendance at a public school. “Regular attendance” means attendance which does not include more than eight unexcused one-half day absences, or the equivalent thereof, in any four-week period in which school is in session;
- b. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours of notification ~~verification~~ of the violation from the proper authority. If the student is an adjudicated ~~a youth-offender~~ on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student’s parole or probation officer of the student’s absence;
- c. Serve the notification personally or by certified mail. The notification will be written in the ~~home~~ ~~native~~ language of the parent or guardian of the student;
- d. Ensure that notification includes a statement requiring the student to appear at the public school on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
- e. Ensure that the notification states that the parent or guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP) or Section 504 plan (“504 plan”) or right to ~~), if the child does not currently have an IEP, or~~ request a review of their child’s current IEP or 504 plan;
- f. Provide a copy of the notice ~~and pertinent attendance records~~ to the ~~superintendent or designee~~ ^{²} at the time notice is given to the parent or guardian.
- g. The attendance supervisor, ~~Notify the superintendent~~ within three days of knowledge of noncompliance by ~~that~~ the parent or guardian, shall notify the superintendent ~~receiving the notification has not complied with the notice.~~

2. Superintendent or Designee

¹ ORS 339.035 provides requirements for teaching by private teacher, parent or guardian.

² {OAR 581-021-0077, requires such notice to the superintendent, a principal or other appropriate school official.}

~~The superintendent or designee will:~~

- a. If after review of a student's record, ~~attendance records~~ a citation in violation of ORS 339.035 appears warranted, prior to issuing the citation, the superintendent or designee shall provide written notification to the parent or guardian of the student and the student. The notice will be written in the native language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:
- (1) The student is required to attend regularly, a ~~school~~-full-time ~~school~~ during the school year;
 - (2) A citation for violation of ORS 339.035 ~~compulsory attendance laws~~ may be issued by the superintendent or designee;
 - ~~(3)~~ The parent or guardian has the right to request an
 - ~~(a)~~ An evaluation to determine if the student should have an IEP or 504 plan, if the student does not have one, or a
 - ~~(b)~~(a) A review of the student's current IEP or 504 plan;
 - ~~(4)~~(3) The parent or guardian and student are required to attend a ~~scheduled~~ conference with the superintendent or designee. The date, time and place of conference will be specified in the notice. ~~This conference may not be scheduled until after an evaluation or review as described in item 3. above, if requested by the parent, has been completed.~~

If an evaluation or review as described in item c. above has been requested, this conference will be scheduled after its completion.

3. Conference

The superintendent or designee ~~may~~will conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee ~~may~~will:

- a. Review Oregon's ~~compulsory~~ attendance law and the student's attendance record;
- b. Determine the reasons for the noncompliance;
- c. Develop a plan for student attendance improvement (i.e., contract, etc.);
- d. Inform the parent and student of other available resources in the district and community, if available;
- e. Discuss the potential consequences for continued ~~compulsory~~ attendance noncompliance, including the potential for the issuance of a citation, if applicable. ~~and the consequences for violation of the Board's student conduct and truancy policies.~~

Enter School Name and address here

***** ~~ATTENDANCE SUPERVISOR'S~~ NON-ENROLLMENT NOTICE *****

Date _____

Parent(s)/Guardian _____

Address _____

Dear _____,

(Parent/Guardian)

After review of ~~Maintain student~~ attendance records, your child _____ (name) is not exempted from compulsory attendance for school, under provisions of ORS 339.030, and is not currently enrolled in school.

In accordance with Oregon law, children between ages 6 through 18 must be enrolled in school. Please enroll your child at [name of school] no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized ~~applicable~~ education program (IEP) or Section 504 plan ("504 plan"), or request a review of your child's current IEP or 504 plan.

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: [Linn Benton Lincoln ESD and their phone number is .

If you have questions and/or need assistance, please contact ~~Principal's name~~ at ~~office phone number~~.

Sincerely,

~~Attendance Supervisor~~ ~~Principal~~

cc: ~~Principal~~ ~~Superintendent~~

{Enter School Name Here
Address, City, State, Zip Code | Phone:}

***** [ATTENDANCE SUPERVISOR'S] IRREGULAR ATTENDANCE NOTICE *****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

After review of attendance records, your child _____ (name) is not maintaining regular attendance at a public school as required by ORS 339.065. [“Regular attendance” is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent thereof in any four-week period school is in session.] According to attendance records, your child has had [] unexcused absences from school on the following dates: [].

Please send your child to school no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized education program (IEP) or Section 504 plan (“504 plan”) or request a review of your child’s current IEP or 504 plan. If you request an evaluation for, or a review of a current IEP or 504 plan, a conference will be held after such evaluation or review has been completed.

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: [name of ESD and contact information].

If you have questions and/or need assistance, please contact [name] at [number].

Sincerely,

[Attendance Supervisor] [Principal]

{cc: [Principal] [/Superintendent]}

Philomath School District
1620 Applegate Street
Philomath, OR 97370
541-929-3169

****SUPERINTENDENT'S NOTICE****

Date _____

Parent(s)/Guardian _____

Address _____

Dear _____,
(Parent/Guardian)

According to district records, you were notified by the district's ~~attendance supervisor~~ Principal on insert date here that your child, {name}, [is not yet enrolled in school] [is not maintaining regular school attendance] [is not enrolled with the local education service district] as required by Oregon law.

Your child was required to appear in school no later than the next school day following your receipt of the notice and to maintain regular attendance for the remainder of the school year. District records indicate your child continues to be absent from a public school. A child is required to regularly attend a full-time school.

You [may request an evaluation of your child's individualized education program (IEP) or Section 504 plan or a review of same.] [requested an evaluation to determine if your child should have an individualized education program (IEP) or Section 504 plan.] [requested a review of an existing IEP or Section 504 plan for your child] and the requested evaluation or review was completed on [date].

You and your child are requested to attend a conference with [the Superintendent] on [date] at [time] to discuss:

4. The development of a plan for improvement;
5. Resources available to help your child be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;
6. Any questions you may have concerning district programs and resources to help your child attend regularly.

If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Linn Benton Lincoln ESD and their phone number is 541-812-2751.

If you have questions and/or need assistance, please contact the superintendent at 541-929-3169.

Sincerely,

7. [Superintendent] [Designee] laws.

Philomath School District 17J

Code: JGAB
Adopted: 3/16/17
Revised/Readopted: 12/16/19; 12/12/22
Orig. Code(s): JGAB

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint 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~~ ~~non-incidenta~~ use of a solid object¹, 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 mouth, 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.

The use of a seclusion cell is prohibited.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

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, ~~or 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. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.
 - a. "Restraint" does not include: Holding a student's 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 includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

"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, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

3. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. “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.
5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
6. “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.
7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health 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.
 8. “Prone restraint” means a restraint in which a student is held face down on the floor.
 9. “Supine restraint” means a restraint in which a student is held face up on the floor.

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 only utilize ~~the Crisis Prevention Institute~~ training program for ~~of~~ restraint or seclusion to train staff and ~~for~~ use in the district which has been. ~~As required by state regulation, the selected program shall be one~~ approved by the Oregon Department of Education (ODE).

~~The (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the~~ district shall preserve, and may not destroy, any records related ~~must be in compliance with state and federal law with respect~~ to an incident ~~the use of~~ restraint or ~~and~~ seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance with law.

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

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

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;

3. The total number of seclusions in a locked room;
4. The total number of students placed in 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 staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint 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 restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom restraint 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 public at the district's main office and on the district's website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified 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.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023. This appeal process is represented ~~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 restraint or seclusion by district staff. A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.

END OF POLICY

Legal Reference(s):

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.

[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 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2267](#)
[OAR 581-022-2370](#)

Cross Reference(s):

JGA - Corporal Punishment
JGDA - Discipline of Students with Disabilities

Philomath School District 17J

Code: JGAB-AR
Revised/Reviewed: 8/18/14; 12/16/19
Orig. Code: JGAB-AR

Use of Restraint or Seclusion

{Required administrative regulation. ORS 339.294 requires a district to establish procedures to follow during and after an incident involving the use of restraint or seclusion. This administrative regulation helps support those procedures.}

Procedure

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.
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. Written documentation of the incident within 24 hours that provides:
 - (1) A description of the restraint or seclusion including:
 - (a) The date of the restraint or seclusion;
 - (b) The times the restraint or seclusion began and ended; and
 - (c) The location of the incident.
 - (2) A description of the student's activity that prompted the use of restraint or seclusion.
 - (3) The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted.
 - (4) The names of staff of the district who administered the restraint or seclusion.
 - (5) A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian, ~~and~~
 - (6) Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
 - c. Immediate¹, written notification of the existence of any records^{2} related to an incident of restraint or seclusion (including photos or audio or video recording).
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student which ~~that~~ includes notice of the lack of training, and the reason restraint or seclusion was administered by ~~why~~ a person without

¹ "Immediate" means to act as soon as possible without undue delay, but in no case later than within 24 hours of the incident. (OAR 581-021-0556 (2)(e))

² {Such records shall be maintained in accordance with ORS 339.294(9).}

training ~~administered the 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 restraint or seclusion has been used.
5. If 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 restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.
6. A district 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. The parent or guardian of the student must be invited to attend the meeting³, and the meeting will include; staff members involved in the intervention and any other appropriate personnel. ~~must be included in the meeting~~. The debriefing team shall include an administrator. At the debriefing meeting, the district shall review, in its entirety, any audio or video recording⁴ preserved as a record of the incident involving restraint or seclusion in accordance with law. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.

³ "Meeting" means the debriefing meeting at which the audio or video recording will be viewed. (OAR 581-021-0556(9))

⁴ {To the extent practicable without altering the meaning of the record, the district shall segregate or redact from such a record any personally identifiable information of other students before disclosure to the student's parent or guardian. If the district is unable to segregate or redact personally identifiable information of other students without altering the meaning of the record, the district shall disclose the record to the student's parent or guardian in its original format and without any alteration. "Disclose" means to inform the student's parent or guardian that the record exists; that the record in its original format and without alteration will be available for review by the parent or guardian privately and in the debriefing meeting; and that a copy of the record will be provided to the student's parent or guardian upon request in its original and unaltered format except to the extent that the redaction is needed to protect the personally identifiable information of another student. (ORS 339.294; OAR 581-021-0556(10))}

The parent or guardian has the right to request another meeting in the event they were unable to attend the debriefing meeting scheduled to be held within two school days of the incident.

8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion:
 - a. Oral, ~~written~~ notification of the incident must be provided immediately to a parent or guardian of ~~to~~ the student and to the Oregon Department of Human Services (DHS); and
9. Written notification of the incident must be provided to DHS within 24 hours of the incident.
10. 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 to the superintendent, to the Superintendent of Public Instruction and, if applicable, ~~or~~ to the union representative for the affected person, ~~if applicable~~.
11. The district ~~shall~~ ~~will~~ maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.
12. [The district, upon request from DHS regarding an investigation of an incident of restraint or seclusion as suspected child abuse, shall disclose any records preserved to DHS or its designee which are deemed relevant to the subject investigation, in its original format and without any alteration.]

Restraint 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 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 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 restraint or seclusion the parents [will] [may] be provided a copy of the district Use of Restraint 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 and ensuring the provision of any necessary behavioral supports.

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

Use of restraint and/or seclusion under these circumstances with a student who does not have 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.

Philomath School District 17J

Code: JHFE/GBNAB
Adopted: 7/13/20
Revised/Readopted: 4/21/22
Orig. Code: JHFE

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall ~~orally report or cause an oral report~~ immediately make a report ~~by telephone or otherwise~~ to the ~~local office of the~~ Oregon Department of Human Services (DHS) through the centralized child abuse reporting system^[2] ~~or its designee~~ or to ~~a~~ the law enforcement agency within the county where the person making the report is located at the time of the contact. ~~pursuant to Oregon Revised Statute (ORS) 419B.010.~~ Any district employee who has reasonable cause to believe that **any person**³ with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

The report must contain, if known, ~~or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain~~ the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors⁴, agents⁵, volunteers⁶, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative ~~regulations~~ ~~regulation~~.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to ~~the Oregon Department of Human Services (DHS through)~~ or its centralized child abuse reporting system or to

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² [How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)]

³ "Person" could include adult, student or other child.

⁴ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁵ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁶ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

~~a designee or the local~~ law enforcement agency ~~pursuant to ORS 419B.015~~, and to ~~the~~ designated licensed administrator.

The district ~~will~~ designates a {7} licensed school administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the student services administrator who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in ~~JHFE/GBNAB/JHFE~~-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to ~~local~~ law enforcement ~~or~~ and the centralized child abuse reporting system of ~~local~~ DHS ~~office or its designee~~, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation ~~JHFE/GBNAB/JHFE~~-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, ~~or its designee~~, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

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

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

⁷ {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual abuse for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

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

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. ~~¶A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.¶~~
4. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

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

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

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Cross Reference(s):

BBF - Board Member Standards of Conduct

GBNAA/JHFF - Reporting Requirements for Suspected Sexual Conduct with Students

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

GCAB - Personal Electronic Devices and Social Media - Staff

JFCF - Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student

JHFF/GBNAA - Reporting Requirements for Suspected Sexual Conduct with Students

Philomath School District 17J

Code: JHFE/GBNAB-AR(1)
Adopted: 7/13/20
Revised/Readopted: 4/21/22
Orig. Code: JHFE-AR(1)

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall ~~make a orally report or cause an oral~~ report immediately ~~by telephone or otherwise~~ to the ~~local office of the~~ Oregon Department of Human Services (DHS) ~~through the centralized child abuse reporting system~~^[2] ~~or its designee~~ or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**³ with whom the employee is in contact has abused a child shall immediately report ~~in the same manner~~ ~~or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.~~

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to ~~the~~ DHS ~~through~~ ~~or its centralized child abuse reporting system or to a designee or the local~~ law enforcement agency ~~pursuant to ORS 419B.015~~, and to ~~the~~ designated licensed administrator or alternate licensed administrator for their school building.

~~The~~ ~~If known, the~~ report ~~must~~ ~~shall~~ contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the student services administrator who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report;

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² ~~How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)~~

³ "Person" could include adult, student or other child.

date and time that the report was made; and name of district administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave⁴ and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not ~~been~~ ~~be~~ violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor agent or volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated⁵ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Definitions

1. Oregon law defines "~~recognizes these and other types of~~ abuse" in ORS 419B.005(1).

~~a. — Physical;~~

⁴ The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

⁵ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or ~~its designee or~~ law enforcement pursuant to law.

- ~~b. — Neglect;~~
- ~~e. — Mental injury;~~
- ~~d. — Threat of harm;~~
- ~~e. — Sexual abuse and sexual exploitation.~~

2. “Child” means an unmarried person who is under 18 years of age or is ~~under 21 years of age and residing in or receiving care or services at a child~~ in care, as defined in ORS 418.257 ~~-caring agency~~.
3. A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by ~~this~~ policy or this administrative regulation, the employee will be disciplined up to and including dismissal.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator ~~unless the school administrator is the subject of the investigation.~~ [When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator’s refusal to sign the form.] ~~, unless the school administrator is the subject of the investigation.~~ If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with district procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend ~~their~~^{the} investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

OSBA Model Sample Policy

Code: JHFE/GBNAB-AR(2)

Revised/Reviewed:

Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

Investigator Name (Printed)

Name of Agency

Name of Worker's/Investigator's Supervisor

Supervisor Contact Information

Investigator Position and Badge or ID Number

Student Name

School

Investigator Signature

Date

Investigator refused to sign. District staff should not deny entry based on refusal to sign.

FOR COMPLETION BY DISTRICT STAFF

- Student not available for interview
- Student refused to be interviewed
- Administrator participated in interview

Name of Administrator Notified

Name of Office Staff Involved

Name of Participating Administrator

This form should be placed in a separate secure file and not in the student's file.

Abuse of a Child Investigations Conducted on
District Premises – JHFE/GBNAB-AR(2)

Philomath School District 17J

Code: IGBAF
Adopted: 4/21/16
Revised/Readopted: 8/19/19; 12/12/22
Orig. Code: IGBAF

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district, or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

[ORS 343.068](#)
[ORS 343.151](#)
[ORS 343.155](#)
[ORS 343.321 - 343.333](#)

[OAR 581-015-2195](#)
[OAR 581-015-2200](#)
[OAR 581-015-2205](#)
[OAR 581-015-2210](#)
[OAR 581-015-2215](#)
[OAR 581-015-2220](#)
[OAR 581-015-2225](#)

[OAR 581-015-2229](#)
[OAR 581-015-2230](#)
[OAR 581-015-2235](#)
[OAR 581-015-2055](#)
[OAR 581-015-2600](#)
[OAR 581-015-2065](#)
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 - 300.6, 300.22 - 300.24, 300.34, 300.43, 300.105 - 106, 300.112, 320.325, 300.328, 300.501 (2012).

Philomath School District 17J

Code: IGBAF-AR
Adopted: Unknown
Revised/Readopted: 8/19/19; 6/16/22; 4/20/23
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). This includes all district employees assigned to work with a student with specialized needs to assist with the educational, behavioral, medical, health or disability-related support needs of the student.
- 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.

d. Participation by other employees:

All district employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the IEP for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the student's IEP and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

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[†]~~

~~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:~~

- ~~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.~~

- ~~a. 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.~~
- ~~b. 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.~~
- ~~c. 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~~

[†]The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

~~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.~~

7.6. 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.

8.7. 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) 411-345-0020. 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.

9.8. 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.

10.9. 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.

11.10. 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 FAPE. ~~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.

12.11. 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 FAPE ~~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 FAPE ~~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.
- (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.

13.12. Abbreviated School Day

“Abbreviated school day” means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student’s resident school district.

“Abbreviated school day program” means an education program:

- a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student’s resident school district; and
- b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.

Informed and written consent from the parent or foster parent is necessary prior to implementing an abbreviated school day program. A parent or a foster parent may, at any time, revoke consent for the placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.

Philomath School District 17J

Code: IGBAG
Adopted: 8/19/19

Special Education - Procedural Safeguards**

Procedural Safeguards – General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed district actions;
5. Consent for evaluation and for initial placement in special education¹;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and
12. Attorney's fees.

¹ If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

Procedural Safeguards Notice

1. The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and when the parent requests a copy. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.
2. The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a free appropriate public education (FAPE) ~~FAPE~~ to the student.
2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - a. States the purpose, time and place of the meeting and who is invited to attend;
 - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
 - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
 - (1) Indicates that the student will be invited; and
 - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.

5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

Access to Records

A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

END OF POLICY

Legal Reference(s):

ORS 343.155	OAR 581-015-2000	OAR 581-015-2310
ORS 343.165	OAR 581-015-2030	OAR 581-015-2325
ORS 343.173	OAR 581-015-2090	OAR 581-015-2330
ORS 343.177	OAR 581-015-2095	OAR 581-015-2345
ORS 343.181	OAR 581-015-2190	OAR 581-015-2360
	OAR 581-015-2195	OAR 581-015-2385
OAR 581-001-0005	OAR 581-015-2305	

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 - 300.505, 300.515, 300.517.

Cross Reference(s):

JGDA - Discipline of Students with Disabilities



RESOLUTION NO. 2324-06

**A RESOLUTION APPROVING UNANTICIPATED
FUNDING FOR FISCAL YEAR 2023-2024**

WHEREAS, the Board of Directors would like to recognize and accept additional funding for 2023-24 of \$275,000 in the form of General Funds greater than originally budgeted from interest income on the district's LGIP account. These funds will be appropriated in the General Fund to be used to increase both the Instruction Services and Support Services appropriations.

WHEREAS, ORS 294.471 provides for making a supplemental budget for an occurrence or condition which had not been ascertained at the time of the preparation of a budget for the current fiscal year, which requires a change in financial planning; and

WHEREAS, after adoption of the budget, Philomath School District 17J needs to recognize an increase in Instruction services and Support Services in the General Fund less than 10%;

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF THE PHILOMATH SCHOOL DISTRICT 17J:

The budget for fiscal year 2023-2024 is hereby amended, and the amounts appropriated by the Board of Directors under Resolution 2324-06 for the General Fund are hereby amended as follows:

<u>Appropriation Category</u>	<u>Original Budget</u>	<u>Increase/ (Decrease)</u>	<u>Amended Budget</u>
General Fund (100)			
1000: Instruction	\$ 14,288,402	\$ 75,000	\$ 14,363,402
2000: Support Services	\$ 8,124,586	\$ 200,000	\$ 8,324,586

Passed by the Board of Directors of Philomath School District this 20th day of June 2024.

By: _____
Board Chair

By: _____
Superintendent