



Jefferson School District 14J
BOARD OF DIRECTORS' REGULAR MEETING
October 14, 2024 – JSD Board Room
5:30 PM – Regular Session

AGENDA

"We will prepare all students to successfully navigate their transition to life beyond high school by providing qualified, rigorous instruction, providing a safe environment, and fostering a culture of student learning."

1. Call Meeting to Order/Flag Salute

Chair Mitchell

2. Roll Call

Chair Mitchell

3. Review/Adjust/Approve agenda & consent items

5. Consent Agenda Items:

- a. Action Items from 9/9/24, 9/16/24, and 9/23/24.....Board Members
Information/Action Page(s) 7-10
- b. Enrollment.....Board Members
Information Page(s) 11
- c. First Student Update.....Melody Rossitier
Information Page(s)
- d. Personnel Recommendations.....Board Members
Information/Action Page(s) 13
- e. Policy Updates.....Board Members
Information/Action Page(s) 14-127
 - CCG – Evaluation of Administrators, Required
 - DJCA – Personal Service Contracts, Delete
 - DJCA-AR – Personal Service Contracts, Delete
 - DN-AR Surplus Property Disposal Request/Record, *New*
 - EBBA – Student Health Services**, Highly Recommended, *New*
 - EBBAA – Infection Control and Bloodborne Pathogens, Optional
 - EBBB – Injury or Illness Reports, Required
 - EBCA – Safety Threats**, Required, *New*
 - EBCB – Emergency Procedure Drills and Instruction, Highly Recommended
 - EGACA – Cell Phones, *New*
 - EGACA-AR Cell Phones, *New*
 - IGBAF – Special Education – Individualized Education Program (IEP)**, Required
 - IGBAF-AR – Special Education: Individualized Education Program (IEP)**/*, Required
 - IGBAG – Special Education – Procedural Safeguards**, Required
 - JBA/GBN – Sexual Harassment, Required
 - JBAA – Section 504 – Students**, *Version 1 and 2*, Highly Recommended
 - JBAA-AR – Section 504 – Students**/*, Highly Recommended
 - JEA – Compulsory Attendance**, Highly Recommended
 - JEA-AR – Compulsory Attendance Notices [and Citations]**, Highly Recommended
 - JGA – Corporal Punishment**, Optional
 - JGAB – Use of Restraint or Seclusion**, Required
 - JGAB-AR – Use of Restraint or Seclusion**, Required
 - JH – Student Welfare**, Optional
 - JHC – Student Health Services and Requirements**, Delete (in lieu of new EBBA)

- JHCA/JHCB – Immunization and School Sports Participation**, Highly Recommended
- JHCC – Communicable Diseases - Students, Delete
- JHCC-AR – Communicable Diseases - Students, Delete
- JHCCA – Students - HIV, HBV and AIDS**, Delete
- JHCCF – Pediculosis (Head Lice), *Version 1*, Delete
- JHCCF – Pediculosis (Head Lice), was *Version 3*, now stand-alone, Optional
- JHCCF-AR – Pediculosis (Head Lice), *Version 1*, Delete
- JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements**, Required
- JHFE/GBNAB-AR(1) – Reporting of Suspected Abuse of a Child, Required
- JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises, Highly Recommended, (no updates)
- KBA-AR – Public Records Request, Highly Recommended

6. New Business

- a. COSA – Superintendent Evaluation Questions/Process.....Krista Parent
Information
- b. Division 22 Assurances.....Dawn Moorefield
Information/Action Page(s) 128-140

7. Old Business

- a. Superintendent Evaluation Timeline.....Board Chair
Information/Action Page(s) 141

8. Reports

- a. Financial Report.....Hattie Truett
Information Page(s) 142-156
- b. Superintendent Update.....Dawn Moorefield
Information Page(s)
- c. Administrators Update.....Richard Crane, Chris Shaw
Information Page(s) 158-196

9. Comments from the Audience

10. Submitted Public CommentsBoard Chair

The Jefferson School District Board accepts public comments via email submission. If you would like to submit a comment, please email it and any supporting documents you may have to Jennifer.Oertel@jefferson.k12.or.us by 1:00 p.m. on the day of the meeting. Comments will be sent to the JSD Board prior to their meeting and may or may not be read at the board meeting.

11. Board Comments

- a. General.....Board Members

12. Adjourn

Board Chair

Upcoming Meeting(s):

Regular Monthly – JSD Board Mtg
Tuesday, November 12, 2024
 5:30pm
 JSD Board Room

Regular Monthly – JSD Board Mtg
 Monday, December 9, 2024
 5:30pm
 JSD Board Room



2024-2025 Board of Directors

Position 1:
Teri Mitchell, Chair
Term Expires: 6.30.2027

Position 2:
Terry Kamlade, Director
Term Expires: 6.30.2025

Position 3: Carole Vickery, Director
Term Expires: 6.30.2027

Position 4: Fred Sondermayer, Vice Chair
Term Expires: 6.30.2025

Position 5: Tracy Roe, Director
Term Expires: 6.30.2025

2024-2025 Subcommittee / Representation

Finance Subcommittee (2):
Teri Mitchell
Carole Vickery

Bargaining Subcommittee (2):
Fred Sondermayer
Terry Kamlade

Willamette ESD Budget Representation (1):
Terry Kamlade

Policy Subcommittee (2):
Tracy Roe
Carole Vickery

Strategic Pillars:

- Together, the Jefferson Community, and the Jefferson School District will prioritize funding to provide sufficient staffing, appropriate curriculum, and key programs that will equip our students to succeed.
- Jefferson School District will improve community engagement by focusing on creating purposeful, authentic parent involvement through a shared culture where everyone feels welcomed, respected and appreciated.
- Students will be encouraged to reach their goals using methods that include discovery, self-awareness, self-advocacy, credible choices, and learning collaboration.
- In preparation for their future, students are encouraged to be present and engaged in our safe, welcoming environment as they learn to set goals and adapt to discover their passion.



PUBLIC PARTICIPATION AT BOARD MEETINGS

During each regularly scheduled meeting of the Jefferson School District Board, the agenda will include an item titled “Comments from the Audience.” It is during this portion of the agenda that the public can comment. If requesting to speak, when called on, comments should be limited to three (3) minutes.

Public participation is a time for the Board to listen, not a time for in-depth discussion or to respond to questions, as the Board needs adequate time to process the information received to ensure proper steps are taken going forward. The Board may direct questions to administrative staff to respond to after the meeting.

The Jefferson School District Board accepts public comments also via email submission. If you would like to submit a comment, please email it and any supporting documents you may have to Jennifer.Oertel@jefferson.k12.or.us by 1:00 p.m. on the day of the board meeting. Submitted comments will be emailed to the Board prior to their meeting and may or may not be read at the Board Meeting. You can also submit comments during a board meeting by clicking on the following link <https://www.jefferson14j.com/live-meetings-and-events> and then selecting “Public Comment.” Comments submitted by the same timeline regarding the 2023-24 Jefferson School District Budget will be read into the record.

As a reminder, the Board cannot review complaints about specific personnel during an open meeting. If a patron has a specific complaint against personnel, please review and follow the process as outlined in Board Policy [KL](#).

The meeting will be live streamed on our website and You Tube, with a link on Facebook. Here is the [link](#) to view the meeting: <https://www.jefferson14j.com/live-meetings-and-events>

If you have any additional questions, please contact Jennifer.Oertel@jefferson.k12.or.us and thank you for taking an interest in the Jefferson School District.



The Jefferson School Board 14J 2024-2025 Board Goals

1. The school board members will attend at least 4 school activities annually.
2. The school board members will visit or virtually attend another district's board meeting.
3. The school board will use collaborative processes with the community and district that result in well-informed problem solving and decision making.
4. The school board will work to improve transparency and communication.



Jefferson School District 14J

BOARD OF DIRECTORS' REGULAR MEETING: *Motion Samples*

October 14, 2024 – JSD Board Room

5:30 PM – Regular Public Session

Board Motion Samples

- I move to accept the agenda and consent items as presented.

- I move to accept the ODE Division 22 Assurances as presented for the school year 2023-2024.

- I move to adopt the superintendent timeline for the 2024-2025 school year.



Jefferson School District
BOARD OF DIRECTORS': Action Summary
September 9, 2024 – Board Room
5:30 PM – Regular Public Session

Board Attendance:

- Teri Mitchell, Chair
- Fred Sondermayer, Vice Chair
- Terry Kamlade
- Tracy Roe
- Carole Vickery

Administration:

- Dawn Moorefield, Superintendent
- Hattie Truett, Business Manager
- Jennifer Oertel, Board Secretary

JHS Student Representative:

- Parker Siegwarth

Public Session Opened: 5:30 PM
Chair Mitchell held roll call: All present except Vickery (pre-excused)

The Board:

- moved to accept the agenda and consent items as presented with one exception, moving Policy BCBA-AR Student Representatives to the Board to New Business, item i. Vice Chair Sondermayer motioned, and Director Kamlade second the motion, the motion passed with the following votes.

Yes Vote: <ul style="list-style-type: none"> Chair Mitchell Vice Chair Sondermayer Director Kamlade Director Roe 	Opposed Vote: Abstention Vote:
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- moved to delete policy EBBA First Aid and EBBA-AR First Aid Infection Control as proposed. Director Kamlade motioned, and Director Roe seconded, the motion passes.

Yes Vote: <ul style="list-style-type: none"> Chair Mitchell Vice Chair Sondermayer Director Kamlade Director Roe 	Opposed Vote: Abstention Vote:
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- moved to adopt policy EBC Emergency Plan and First aid with no changes. Director Kamlade, Director Roe second motioned, the motion passed with the following votes.

Yes Vote: <ul style="list-style-type: none"> Chair Mitchell Director Kamlade Director Roe 	Opposed Vote: Vice Chair Sondermayer Abstention Vote:
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- moved to delete policy EBC/EBCA Emergency Procedures and Disaster Plans. Director Kamlade motioned, and Vice Chair Sondermayer second the motion, the motion passed with the following votes.

Yes Vote: <ul style="list-style-type: none"> Chair Mitchell Vice Chair Sondermayer Director Kamlade Director Roe 	Opposed Vote: Abstention Vote:
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- moved to ratify the contract between the Jefferson School District 14J and the Jefferson Education Association. Director Kamlade motioned, and Vice Chair Sondermayer second the motion, the motion passed with the following votes.

Yes Vote:	Chair Mitchell	Opposed Vote:
	Vice Chair Sondermayer	Abstention Vote:
	Director Kamlade	
	Director Roe	

- moved to adopt policy BCBA-AR Student Representative on the Board as presented. JHS Student Representative Parker Siegwarth motioned, and Chair Mitchell second the motion, the motion passed with the following votes.

Yes Vote:	Chair Mitchell	Opposed Vote:
	Vice Chair Sondermayer	Abstention Vote:
	Director Kamlade	
	Director Roe	

Adjourn Regular Session: 7:31 PM



Jefferson School District
BOARD OF DIRECTORS': Action Summary
September 16, 2024 – Board Room
5:30 PM – Work Session

Board Attendance:

- Teri Mitchell, Chair
- Fred Sondermayer, Vice Chair
- Terry Kamlade
- Tracy Roe
- Carole Vickery

Administration:

- Dawn Moorefield, Superintendent
- Hattie Truett, Business Manager
- Jennifer Oertel, Board Secretary

JHS Student Representative:

- Parker Siegwarth

Public Session Opened: 5:30 PM
Chair Mitchell held roll call: All present

The Board:

- moved to accept the agenda as presented. Director Kamalade motioned, and Director Roe second the motion, the motion passed with the following votes.

<p>Yes Vote:</p> <ul style="list-style-type: none"> Chair Mitchell Vice Chair Sondermayer DirectorKamlade Director Roe Director Vickery 	<p>Opposed Vote:</p> <p>Abstention Vote:</p>
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- moved to adopt the board goals for 2024-2025 school year. Director Roe motioned, and Director Kamlade second the motion, the motion passed with the following votes.

<p>Yes Vote:</p> <ul style="list-style-type: none"> Chair Mitchell Vice Chair Sondermayer DirectorKamlade Director Roe Director Vickery 	<p>Opposed Vote:</p> <p>Abstention Vote:</p>
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Break: 6:31PM
Reconvene: 6:38PM

- moved to adopt the superintendent evaluation criteria and process for the 2024-2025 school year. Director Roe motioned, and Director Kamlade second the motion, the motion dies, no vote due to discussion.

<p>Yes Vote:</p>	<p>Opposed Vote:</p> <p>Abstention Vote:</p>
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- moved to approve the Jefferson School District 14J Resolution No. 24.09.001 Agreement with Umpqua Bank Commercial Card Program. Director Roe motioned, and Director Kamlade second the motion, the motion passed with the following votes.

<p>Yes Vote:</p> <ul style="list-style-type: none"> Chair Mitchell Vice Chair Sondermayer DirectorKamlade Director Roe Director Vickery 	<p>Opposed Vote:</p> <p>Abstention Vote:</p>
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Adjourn Regular Session: 7:58 PM



Jefferson School District
BOARD OF DIRECTORS': Action Summary
September 23, 2024 – Board Room
5:30 PM – Work Session

Board Attendance:

- Teri Mitchell, Chair
- Fred Sondermayer, Vice Chair
- Terry Kamlade
- Tracy Roe
- Carole Vickery

Administration:

- Dawn Moorefield, Superintendent
- Hattie Truett, Business Manager
- Jennifer Oertel, Board Secretary

JHS Student Representative:

- Parker Siegwarth

Public Session Opened: 5:30 PM

Chair Mitchell held roll call: All present except Vickery (pre-excused absence)

The Board:

- moved to accept the agenda changing New Business item a. Jefferson High School PA System into an action item. Vice Chair Sondermayer motioned, and Director Kamlade seconded the motion, the motion passed with the following votes.

Yes Vote: Chair Mitchell
 Vice Chair Sondermayer
 Director Kamlade
 Director Roe

Opposed Vote:
 Abstention Vote:

- moved to approve spending up to \$50,000 and also to get one more bid for a Valcom system for the Jefferson High School PA System. Director Kamlade motioned, and Vice Chair Sondermayer seconded the motion, the motion passed with the following votes.

Yes Vote: Chair Mitchell
 Vice Chair Sondermayer
 Director Kamlade

Opposed Vote: Tracy Roe
 Abstention Vote:

- moved to approve the superintendent evaluation process using the OSBA Superintendent Evaluation Workbook, Standards 2, 3, 5, & 8 and also to utilize COSA in a process that involves development of questions to be presented at a future town hall meeting. Director Roe motioned, and Director Kamlade seconded the motion, the motion passed with the following votes.

Yes Vote: Chair Mitchell
 Vice Chair Sondermayer
 Director Kamlade
 Director Roe

Opposed Vote:
 Abstention Vote:

Adjourn Regular Session: 7:10 PM



Jefferson School District 14J
BOARD OF DIRECTORS' REGULAR MEETING
 October 14, 2024 – JSD Board Room
 5:30 PM – Regular Public Session

District Enrollment by Grade Level
 2020-21, 2021-22, 2022-23, 2023-24, 2024-25

GRADE	S-20	S-21	S-22	S-23	S-24	O-20	O-21	O22	O23	N-20	N-21	N-22	N-23	D-20	D-21	D-22	D-23	J-21	J-22	J-23	J-24	F-21	F-22	F-23	F-24	M-21	M-22	M-23	M-24	A-21	A-22	A-23	A-24	M-21	M-22	M-23	M-24	J-21	J-22	J-23	J-24
K	51	52	57	42	41	51	50	59	42	50	50	59	39	49	53	58	38	48	52	56	38	47	50	56	38	50	49	55	36	49	50	55	36	50	50	56	36	46	49	55	36
1	46	52	54	49	38	47	48	53	50	46	49	51	50	46	49	51	50	47	49	50	51	49	47	50	51	51	45	50	51	49	48	50	51	49	50	52	50	49	49	51	49
2	61	51	49	49	45	60	54	48	53	59	55	48	52	59	56	47	52	58	55	47	53	57	56	48	54	58	57	48	51	61	58	47	49	63	58	47	49	64	58	47	50
3	54	65	59	45	50	54	67	58	45	54	67	56	46	52	65	54	46	52	65	54	45	51	64	54	46	52	65	54	46	55	65	54	46	56	64	54	46	56	65	53	45
4	67	54	66	51	47	66	52	66	51	65	53	66	50	64	51	67	52	62	49	68	52	62	49	69	53	63	48	67	50	67	48	67	51	67	46	67	51	67	46	66	50
5	57	66	50	62	51	55	67	51	64	55	67	49	63	54	67	49	63	55	66	49	64	56	67	50	64	57	67	50	61	55	67	50	61	57	66	49	62	57	66	49	62
6	58	63	64	57	59	60	63	65	58	60	62	65	57	60	64	65	58	63	63	65	55	62	61	67	55	65	59	68	54	66	61	66	54	68	60	66	54	68	60	66	54
7	65	64	59	67	55	63	65	59	68	63	65	59	68	63	64	59	67	64	62	57	67	63	62	57	68	64	61	57	68	64	63	57	68	64	63	58	68	64	51	58	68
8	72	67	67	56	64	71	66	68	58	70	64	66	57	70	63	66	54	68	64	65	57	69	63	67	56	71	61	66	72	72	62	67	57	73	62	68	56	73	59	67	56
9	71	77	62	64	57	71	74	61	64	69	74	57	64	70	71	58	63	69	70	57	67	69	68	57	63	70	68	56	63	70	70	51	59	70	67	51	59	71	68	50	59
10	64	69	64	54	63	65	67	68	55	66	66	65	55	66	67	65	57	66	67	66	54	67	67	66	52	65	65	65	51	64	65	65	51	65	65	65	51	66	65	65	49
11	60	64	58	63	55	59	62	60	63	58	62	55	63	58	63	53	58	59	62	52	63	59	59	52	63	57	59	53	63	57	60	53	63	57	57	53	62	56	57	53	63
12	61	63	57	57	69	61	59	58	57	62	58	56	56	62	58	56	67	62	56	57	55	62	56	53	54	61	56	51	53	61	58	50	48	61	57	50	49	61	53	49	0
TOTAL	787	807	766	716	694	783	794	774	728	777	792	752	720	773	791	748	725	773	780	743	721	773	769	746	717	784	760	740	719	790	775	732	694	800	765	736	693	798	757	729	641

As of September 30, 2024 ADM: 692.94



Personnel Recommendations: October 2024

New Employee(s):

Employee

Position

Location

Nothing to report at this time.

Employee Position Change(s):

Employee

Position

Location

Nothing to report at this time.

The Administration would like to make the board aware of other personnel changes.

Employee Resignation(s):

Employee

Position

Location

Nothing to report at this time.



Watch for information coming soon for a **Policy Update webinar.**

Summer Board Conference

August 9–11, 2024
Salem, OR

Annual Convention

Nov. 7-9, 2024
Portland, OR

CONTENTS

- AC – Nondiscrimination, Required
- BBF – Board Member Standards of Conduct (*Version 1 or 2*), Highly Recommended
- BBFC – Reporting of Suspected Abuse of a Child, Optional
- BCBA – Student Representative(s) on the Board, Optional
- BCBA-AR – Student Representative(s) on the Board, Optional, *New*
- CB – Superintendent, Highly Recommended
- CBC – Superintendent’s Contract, Optional
- CBG – Evaluation of the Superintendent, Required
- CCG – Evaluation of Administrators, Required
- DJC - Bidding Requirements (*Versions 1 & 2*), Delete
- DJC - Bidding Requirements, Highly recommended, *New*
- DJC-AR – Exemptions from Competitive Bidding and Special Procurements, Delete
- DJC-AR – Exemptions from Competitive Bidding and Special Procurements, Optional, *New*
- DJCA – Personal Service Contracts, Delete
- DJCA-AR – Personal Service Contracts, Delete
- EBBA – First Aid**, Delete
- EBBA – Student Health Services**, Highly Recommended, *New*
- EBBA-AR – First Aid - Infection Control, Delete
- EBBAA – Infection Control and Bloodborne Pathogens, Optional
- EBBB – Injury or Illness Reports, Required
- EBC – Emergency Plan and First Aid**, Highly Recommended, *New*
- EBC/EBCA – Emergency Procedures and Disaster Plans, Delete
- EBCA – Safety Threats**, Required, *New*
- EBCB – Emergency Procedure Drills and Instruction, Highly Recommended
- GBEB – Communicable Diseases in Schools, Highly Recommended
- GBEB-AR – Communicable Diseases in Schools, Highly Recommended
- GBEBA – Staff – HIV, AIDS, and HBV, Delete
- GBN/JBA – Sexual Harassment, Required
- GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements**, Required
- GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child, Required
- GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises, Highly Recommended, (no updates)
- GCDA/GDDA – Criminal Records Checks and Fingerprinting *, Delete
- GCDA/GDDA – Criminal Records Checks and Fingerprinting *, Required, *New*
- GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Delete
- IGBAF – Special Education – Individualized Education Program (IEP)**, Required
- IGBAF-AR – Special Education: Individualized Education Program (IEP)**/*, Required

Policy Update is a subscription publication of the Oregon School Boards Association

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Senior Policy Services Assistant

Jean Chiappisi

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If you have questions regarding this publication or OSBA, please call our offices:
503-588-2800 or 800-578-6722

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district’s legal counsel.

IGBAG – Special Education – Procedural Safeguards**, Required
JBA/GBN – Sexual Harassment, Required
JBAA – Section 504 – Students**, *Version 1 and 2*, Highly Recommended
JBAA-AR – Section 504 – Students**/*, Highly Recommended
JEA – Compulsory Attendance**, Highly Recommended
JEA-AR – Compulsory Attendance Notices[and Citations]**, Highly Recommended
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JGAB – Use of Restraint or Seclusion**, Required
JGAB-AR – Use of Restraint or Seclusion**, Required
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JHCCF – Pediculosis (Head Lice), *Version 1*, Delete
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Highly Recommended, (no updates)
KBA-AR – Public Records Request, Highly Recommended

CIVIL RIGHTS COORDINATOR

Summary

[House Bill 2281](#) (2023), effective January 1, 2024, requires a district school board to designate one or more civil rights coordinators for the district. According to HB 2281, the civil rights coordinator may be an employee of the district or the district may contract with an ESD for the services of a civil rights coordinator.

HB 2281, Section 1 (see page 2 of the bill specifically) outlines the minimum responsibilities of a civil rights coordinator. Of note is the requirement to comply with rules adopted by the State Board of Education so OSBA is watching for news about these rules. Additionally, the bill includes use of the term “discrimination” which is defined further by ORS 659.850 and is used in the new bill. The bill further outlines a requirement for the Department of Education to make training available annually for these coordinators.

Finally, ORS 659.855, which allows the Superintendent of Public Instruction to sanction a public elementary or secondary school program if found in noncompliance with ORS 659.850 and 659.852, has been updated to include noncompliance with ORS 332.505(2) – Civil Rights Coordinator.

The bill can be read in its entirety with the link provided above.

There is no current requirement for language to be added to board policy or administrative regulation. The district may choose to add the proposed language to policy AC – Nondiscrimination. Oregon Administrative Rules from the Oregon State Board of Education are anticipated later this year, which will likely prompt another update to policy.

The district should consider posting notice of the designated civil rights coordinator and contact information together with the notice of nondiscrimination (and other notices) on the district's website.

Collective Bargaining Impact

None

Local District Responsibility

Review the recommendations for policy changes and present them to the board for adoption.

Policy(ies) and AR(s) Impacted by these Revisions

AC – Nondiscrimination, Required

STUDENT REPRESENTATIVE(S) ON THE BOARD

Summary

The practice of installing student representative(s) on local school boards has increased, and therefore a desire for more policy and administrative regulation options has been voiced. OSBA policy services staff present the model policy and administrative regulation published herein as options for establishing a student representative on a local school board. Oregon does not mandate a student representative, it is up to local decision makers.

Collective Bargaining Impact

None

Local District Responsibility

Review the proposed policy and/or administrative regulation to determine whether it is appropriate for the board. The policy requires adoption by the board to enact and the administrative regulation may be submitted to the board for their review. A policy and administrative regulation is recommended, although not required.

Policy(ies) and ARs Impacted by these Revisions

BCBA – Student Representative(s) on the Board, Optional
BCBA-AR – Student Representative(s) on the Board, Optional, *New*

SUPERINTENDENT’S CONTRACT

Summary

With the passage of [Senate Bill 283](#) (2023), the law was revised regarding superintendent contracts to remove mention of laws relevant to education service district boards added by Senate Bill 1521 in 2022 to ORS 332.505.

Collective Bargaining Impact

None

Local District Responsibility

Update policies with the recommended revisions if they are present in the board's policy manual and submit to the board for readoption.

Policy(ies) and ARs Impacted by these Revisions

CB – Superintendent, Highly Recommended
CBC – Superintendent’s Contract, Optional

EVALUATION OF THE SUPERINTENDENT AND ADMINISTRATOR(S)

Summary

There are not significant changes to policy on evaluation of the superintendent and administrators. However, it has been included in this update as a reminder to the board to review policy on evaluation of the superintendent to ensure current practice and contract language align, and for the superintendent to review administrator contract language with the same lens. If needed, revise policy language if different terms now apply.

Collective Bargaining Impact

None

Local District Responsibility

If the board has adopted a version of required policy CBG – Evaluation of the Superintendent or CCG – Evaluation of Administrators (as listed herein), take time to review the superintendent and administrator contracts to ensure there is not conflicting language adopted in board policy regarding the regularity of an evaluation. Revise board policy as needed and readopt.

Policy(ies) and ARs Impacted by these Revisions

CBG – Evaluation of the Superintendent, Required
CCG – Evaluation of Administrators, Required

PROCUREMENTS

Summary

OSBA recommends deleting the current versions of DJC – Bidding Requirements, DJC-AR – Exemptions from Competitive Bidding and Special Procurements, DJCA – Personal Service Contracts and DJCA-AR – Personal Service Contracts, and replacing them with the new proposed versions of DJC and DJC-AR. The proposed DJC outlines the procurement requirements for Small Procurement, Intermediate Procurement, Regular Procurement, Emergency Procurement, Sole-Source Procurement and Personal Services Contracts.

Additionally, the proposed policy DJC – Bidding Requirements, reflects the new amounts for the procurement levels passed in House Bill 1047 (2023) and went into effect January 1, 2024. The policy also defines “public improvements” for purposes of the procurement levels, defines “community benefit contract” and the “Construction Manager/General Contractor procurement.”

The proposed administrative regulation, DJC-AR – Exemptions from Competitive Bidding and Special Procurements, has been updated and continues to provide guidance for procurements which are exempt from competitive bidding or are special procurements.

Collective Bargaining Impact

None

Local District Responsibility

Revise and readopt highly recommended policy DJC – Bidding Requirements and consider whether to also add optional DJC-AR – Exemptions from Competitive Bidding and Special Procurements.

Policy(ies) and ARs Impacted by these Revisions

DJC – Bidding Requirements (*Versions 1 & 2*), Delete

DJC – Bidding Requirements, Highly recommended, *New*

DJC-AR – Exemptions from Competitive Bidding and Special Procurements, Delete

DJC-AR – Exemptions from Competitive Bidding and Special Procurements, Optional, *New*

DJCA – Personal Service Contracts, Delete

DJCA-AR – Personal Service Contracts, Delete

HEALTH SERVICES

Summary

The State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-022-2220 on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)). The plan requirements include a variety of topics, including but not limited to, plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision and dental screenings.

As a result of these changes there is a list of policies and administrative regulations (AR’s), included herein, which have been revised. Recommendations may include to delete or rescind policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.

The entire rule can be accessed here: [OAR 581-022-2220](#). Reach out to the Oregon Department of Education with additional questions regarding plan requirements and/or implementation.

ODE [resources](#) and [School Health Services](#) include tools to support some requirements.

Collective Bargaining Impact

Review any terms and conditions of an applicable agreement.

Local District Responsibility

Review the recommendations regarding board policy changes and make decisions regarding same. Any policy revisions or recommendation to rescind a policy should be submitted to the board for action. An AR may be submitted to the board for review for either removing or keeping and revising as recommended.

Policy(ies) and ARs Impacted by these Revisions

EBBA – First Aid**, Delete

EBBA – Student Health Services**, Highly Recommended, *New*

EBBA-AR – First Aid - Infection Control, Delete

EBBAA – Infection Control and Bloodborne Pathogens, Optional

EBBB – Injury or Illness Reports, Required

GBEB – Communicable Diseases in Schools, Highly Recommended

GBEB-AR – Communicable Diseases in Schools, Highly Recommended

GBEBA – Staff – HIV, AIDS, and HBV, Delete

JH – Student Welfare**, Optional

JHC – Student Health Services and Requirements**, Delete (in lieu of new EBBA)

JHCA/JHCB – Immunization and School Sports Participation**, Highly Recommended

JHCC – Communicable Diseases - Students, Delete

JHCC-AR – Communicable Diseases - Students, Delete

JHCCA – Students - HIV, HBV and AIDS**, Delete

EMERGENCY PROCEDURES, FIRST AID and SAFETY THREATS

Summary

[House Bill 3584](#) was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians and employees within 24 hours of a safety threat action that was not a drill. The bill states the communication should be “provided in a manner that communicates relevant facts and details as necessary and useful.” (HB 3584, Section 1., (3)(b)) More detail can be found by reading the entire bill.

This update includes a revision of other policies identified herein, resulting from recommendations on reorganization and may include recoding and/or reassigning content to a different policy or policy section.

Collective Bargaining Impact

None

District Responsibility

Review the recommendations regarding board policy changes and make decisions regarding new and updated policy. Any policy revisions, additions or recommendation to rescind a policy should be submitted to the board for action.

Policy(ies) and ARs Impacted by these Revisions

EBC/EBCA – Emergency Procedures and Disaster Plans, Delete

EBC – Emergency Plan and First Aid**, Highly Recommended, *New*

EBCA – Safety Threats**, Required, *New*

EBCB – Emergency Procedure Drills and Instruction, Highly Recommended

SEXUAL HARASSMENT DEFINITION

Summary

House Bill 2280 (2023 Legislature) modified the definition of sexual harassment affecting schools and has since been followed up with new rule revisions. The revised definition changes the meaning of assault within the sexual harassment context and adds a section describing the meaning of “without consent,” which is also a new definition added to the law. When considering these recommended revisions, please review the designated names and positions listed for receiving such reports and amend as needed.

Collective Bargaining Impact

None

Local District Responsibility

Review recommended changes and board-adopt revisions to required policy GBN/JBA (JBA/GBN) – Sexual Harassment, in the board’s policy manual.

Policy(ies) and ARs Impacted by these Revisions

GBN/JBA – Sexual Harassment, Required

JBA/GBN – Sexual Harassment, Required

REPORTING CHILD ABUSE

Summary

The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.

The form found in **GBNAB/JHFE-AR(2) (JHFE/GBNAB-AR(2))** – Abuse of a Child Investigations Conducted on District Premises, is included for convenience and reference; **no updates were made.**

Collective Bargaining Impact

None

Local District Responsibility

The district should recommend board adoption of revised policy and reissue an updated administrative regulation to the board for review.

Policy(ies) and ARs Impacted by these Revisions

BBF – Board Member Standards of Conduct (*Version 1 or 2*), Highly Recommended
BBFC – Reporting of Suspected Abuse of a Child, Optional
GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements**, Required
GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child, Required
GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises, Highly Recommended, (no updates)
JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements**, Required
JHFE/GBNAB-AR(1) – Reporting of Suspected Abuse of a Child, Required
JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises, Highly Recommended, (no updates)

FINGERPRINTING

Summary

Newly revised rules regarding fingerprint collection offer the addition of a statewide vendor identified by DAS as an authorized fingerprint collector and removed the option for volunteers to appeal to ODE on a fitness determination issued by ODE. The other resulting changes come from a decision to have a stand-alone board policy.

Collective Bargaining Impact

None

Local District Responsibility

Review the recommended changes and issue them to the board for re adoption. To clean up duplicate language, a new version of model policy GCDA/GDDA – Criminal Records Checks and Fingerprinting * has been developed and eliminates the need for an administrative regulation. Consider a complete delete/rescind of the old policy version and adopt the revised version to implement new policy language for GCDA/GDDA, before adopting, refer to the board’s existing version for direction on choosing brackets in the new version; make changes to reflect current practices as needed.

Policy(ies) and ARs Impacted by these Revisions

GCDA/GDDA – Criminal Records Checks and Fingerprinting *, Delete
GCDA/GDDA – Criminal Records Checks and Fingerprinting *, Required, *New*
GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Delete

SPECIAL EDUCATION and ABBREVIATED SCHOOL DAY

Summary

Board policy IGBAG – Special Education – Procedural Safeguards** and administrative regulations IGBAF-AR – Special Education – Individualized Education Program (IEP)**/* and JBAA-AR – Section 504 – Students**/* are being updated.

Changes in IGBAF-AR – Special Education: Individualized Education Program (IEP)**/* and JBAA-AR – Section 504 – Students**/* are due to the passage of Senate Bill 756 (2023) which requires district employees who are assigned to work with students who are on an IEP or 504 Plan, be invited to attend the student’s IEP meeting or 504 Plan meeting. The section

of the administrative regulation (AR) “Individualized COVID-19 Recovery Services” is deleted since the provision has sunset (see OAR 581-015-2229). IGBAF-AR is also updated to include information regarding abbreviated school days.

Changes in Board policy IGBAG are due to the passage of SB 758 (2023) to add language to the Independent Educational Evaluations section stating parents are entitled to examine their student’s record pertaining to identification, evaluation and educational placement, and the provisions of a free appropriate public education (FAPE) and setting a 10 business day timeline.

The legal references to IGBAF – Special Education – Individualized Education Program (IEP**) and JBAA – Section 504 – Students** (version 1 and 2) are updated to add references to the new laws.

Collective Bargaining Impact

Consider impact of requirement that certain staff be allowed to attend IEP and 504 meetings and be compensated for attendance.

District Responsibility

Revise and readopt required Board policy IGBAG – Special Education – Procedural Safeguards**; revise required administrative regulations IGBAF-AR – Special Education – Individualized Education Program (IEP)**/* and JBAA-AR – Section 504 – Students**/* if present in the board’s policy manual. Also, update the legal references to IGBAF – Special Education – Individualized Education Program (IEP)** and JBAA – Section 504 – Students** as noted in the documents attached.

Policy(ies) and ARs Impacted by these Revisions

IGBAF – Special Education – Individualized Education Program (IEP)**, Required
IGBAF-AR – Special Education: Individualized Education Program (IEP)**/*, Required
IGBAG – Special Education – Procedural Safeguards**, Required
JBAA – Section 504 – Students**, *Version 1 and 2*, Highly Recommended
JBAA-AR – Section 504 – Students**/*, Highly Recommended

COMPULSORY ATTENDANCE AND HOMESCHOOL REQUIREMENTS

Summary

School districts are still required to monitor for nonenrollment and irregular attendance issues and to send related notices in accordance with ORS 339.080, however, as the Oregon Department of Education has recently noticed, citations for compulsory attendance are no longer issued.

However, after collaboration with their ESD about which entity will be responsible for tracking whether any students who are homeschooled have registered with the ESD or are complying with ORS 339.035, a district may choose to issue a citation. After discussion with the ESD, if the district will be responsible for tracking such students, the district may choose to add bracketed language in JEA-AR – Compulsory Attendance Notices[and Citations]**, regarding their actions concerning citations related to violation of homeschool statute (ORS 339.035) for registration and testing. A school district or ESD superintendent may issue a citation for violations of ORS 339.035. Before doing so, there must be specific notice given, as provided by law, and proposed model language is included in JEA-AR.

Additionally, a violation of compulsory attendance law is no longer a Class C violation, however violation of ORS 163.577 (1)(c) (failing to supervise a child) is still a Class A violation.

The model policy and administrative regulation have been revised and updated to reflect changes.

ODE staff anticipates some upcoming changes to the Uniform Citation Form and will communicate as soon as it is available.

Collective Bargaining Impact

None

Local District Responsibility

If the district has highly recommended policy JEA – Compulsory Attendance**, review and adopt revised and updated language resulting from changes to rules, and suggested revisions to highly recommended JEA-AR – Compulsory Attendance Notices[and Citations]** may be made and issued to the board for review.

Policy(ies) and ARs Impacted by these Revisions

JEA – Compulsory Attendance**, Highly Recommended

JEA-AR – Compulsory Attendance Notices[and Citations]**, Highly Recommended

RESTRAINT OR SECLUSION RECORD AND CORPORAL PUNISHMENT

Summary

The procedures for responding to an incident of restraint or seclusion are found in ORS 339.294 and were amended by [Senate Bill 1024](#) (2023; see Section 3 which begins on page 5 of the SB). These amended procedures are represented in the recommended changes to model administrative regulation, JGAB-AR – Use of Restraint or Seclusion** and policy JGAB – Use of Restraint or Seclusion**. There are several changes to highlight of which two are: 1) addition of immediate notice to the parent or guardian of any existing record, including audio or video, of the incident (which will be preserved in the original format without alternation), and 2) such record shall be reviewed at the debriefing meeting, to which parents shall be invited.

Additional information regarding the preservation and disclosure of such records, which have record retention and disclosure implications, are outlined in the new [SB](#), subsection 9 and 10.

The changes are a result of the adopted language from the bill and related, revised OARs recently adopted by the State Board.

A change to ORS 161.205 on issues of corporal punishment was put into effect by Senate Bill 577; also effective now.

Collective Bargaining Impact

None

Local District Responsibility

The district's responsibility is to update the current board policies and administrative regulation (AR) and comply with the new procedural requirements related to incidents of use of restraint or seclusion. The revised AR should be implemented and submitted to the board for review; recommended policy revisions should be submitted to the board for review and readoption.

Policy(ies) and ARs Impacted by these Revisions

JGA – Corporal Punishment**, Optional

JGAB – Use of Restraint or Seclusion**, Required

JGAB-AR – Use of Restraint or Seclusion**, Required

HEAD LICE (PEDICULOSIS)

Summary

Guidance on exclusion of students found with head lice has changed in recent years. There is now a consensus from other agencies, i.e., National Association of School Nursesⁱ, Center for Disease Control and Preventionⁱⁱ, Oregon School Nurses Association, which recommends against excluding students with head lice or nits from the classroom. Additionally, a rule, originally found in an Oregon Health Authority rule (OAR 333-019-0010), which allowed schools to create exclusionary practices for head lice, has since been repealed. Refer to [Communicable Disease Guidance for Schools](#) published by Oregon Health Authority and Oregon Department of Education for instructions on management.

As a result, OSBA is removing versions 1 and 2 of its model policy JHCCF – Pediculosis (Head Lice) and administrative regulations, leaving only what was a third version of the policy JHCCF – Pediculosis (Head Lice), which keeps a student in the classroom. See the *Communicable Disease Guidance for Schools* for more information.

¹ NASN – [Head Lice Management in Schools](#)

¹¹ CDC – [Head Lice Information for Schools](#)

Collective Bargaining Impact

None

Local District Responsibility

Review the district's policy regarding management of head lice, if applicable, and update or rescind.

Policy(ies) and ARs Impacted by these Revisions

JHCCF – Pediculosis (Head Lice), *Version 1*, Delete

JHCCF-AR – Pediculosis (Head Lice), *Version 1*, Delete

JHCCF – Pediculosis (Head Lice), *Version 2*, Delete

JHCCF-AR – Pediculosis (Head Lice), *Version 2*, Delete

JHCCF – Pediculosis (Head Lice), was *Version 3*, now stand-alone, Optional

PUBLIC RECORDS

Summary

The purpose of this summary is to make schools aware of some minor changes to the definition of public records under ORS 192.005, which describes any information generated by the school in course of business “necessary to satisfy the legal, administrative, fiscal, **tribal cultural** or historical policies, requirements or needs of the state agency or political subdivision.” (ORS 192.005 (5) as amended by House Bill 2112 (2023)) Other changes made in ORS 192, specifically 192.050 include updating terminology to how terms are used in today’s public operations, e.g., analog or digital audio and video tape technology changing to ***audio or video technology*** or ***audio recording and video recording***. Additionally, in ORS 192.060, any records made under ORS 192.040 and 192.050 “shall be properly indexed and **filed so as to facilitate access and retrieval.**” (ORS 192.060 as amended by House Bill 2112 (2023)) There are no policy changes resulting from this bill.

However, there are some other implications on appropriate administrative regulation (AR) language which are discussed herein under ‘district’ below.

Collective Bargaining Impact

None

Local District Responsibility

Review the district’s written procedures related to submitting public records requests. If there are separate written procedures made available which name the person or persons, and their address(es), for submitting public records requests, no modifications may be necessary. If the school operates under KBA-AR – Public Records Request, and if the AR does not name the person or persons to which a public records request should be submitted, make the addition using recommended bracketed language included herein and issue a revised AR for implementation and submit to the board for review.

Policy(ies) and ARs Impacted by these Revisions

KBA-AR – Public Records Request, Highly Recommended

ABOUT POLICY UPDATE

Policy Update is a subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts, education service districts, community colleges, and public charter schools.

Sample model policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample model policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district’s policy position.

If you have questions about *Policy Update*, sample policies or policy in general, call OSBA Policy Services, 800-578-6722 or 503-588-2800.

TRY OUR ONLINE POLICY DEMO

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Go to policy.osba.org and select "Policy Online Demo." The online manual includes a subscription to *Policy Update* and policy manual maintenance service to help keep policies current.

OSBA offers several options. Contact Policy Services to determine the best option for you, 800-578-6722 or 503-588-2800.

Jefferson School District 14J

Code: CCG
Adopted: 1/08/18
Revised/Readopted: 5/13/19
Orig. Code: CCG

Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for administrators **administrative personnel**. The purpose of administrator evaluations is to assist an administrator with developing and strengthening professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

A formal evaluation will be conducted at least once each year. The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall use the following educational leadership-administrator standards¹ adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

¹ These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

~~Evaluation and support systems established by the district must evaluate administrators on a regular cycle.~~
The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\),\(8\)](#)
[ORS 332.505](#)
[ORS 342.120](#)

[ORS 342.815](#)
[ORS 342.850](#)
[ORS 342.856](#)
[OAR 581-022-2405](#)

[OAR 581-022-2410](#)
[OAR 581-022-2420](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

Jefferson School District 14J

Code: DJCA-AR
Adopted: 9/10/07
Revised/Readopted: 5/13/19
Orig. Code: DJCA-AR

Personal Services Contracts

1. Personal Services Contracts Defined

- a. Personal services contracts include, but are not limited to: a contract or member of a class of contracts, that the local contracting agency's Local Contract Review Board (LCRB) has designated as a personal services contract pursuant to ORS 279A.055. Personal services include, but are not limited to, the following:
 - (1) Contracts for services performed as an independent contractor in a professional capacity (e.g., services of an accountant, attorney, data processing consultant, etc.);
 - (2) Contracts for services as an artist in the performing or fine arts (e.g., photographer, painter, etc.);
 - (3) Contracts for services that are specialized, creative and research oriented;
 - (4) Contracts for services as a consultant;
 - (5) Contracts for educational consulting services.
- b. Personal services contracts may include: (1) public contracts for architectural, engineering, OR land surveying and related services; or (2) other public contracts for nonconstruction services.

2. Eligibility

The district will follow ORS 670.600, Public Employees Retirement System (PERS) rules OAR 459-010-0030 and Internal Revenue Service (IRS) Ruling 87-41 in determining whether the individual or business entity qualifies as an independent contractor or is an employee of the district. A valid independent contractor must meet all eight of the following points:

- a. State requirements¹:
 - (1) The contractor must be free from the direction and the control of the employer;
 - (2) The contractor must obtain required business licenses;
 - (3) The contractor must furnish necessary tools and equipment;
 - (4) The contractor has authority to hire and fire employees;
 - (5) The contractor is paid on completion of portions of projects or on a retainer basis;
 - (6) The construction contractor must be registered under ORS Chapter 701 (For more information call the Construction Contractors Board at 503-378-4621 in Salem.);
 - (7) The contractor must file appropriate business tax returns;
 - (8) The contractor must represent to the public that the labor or services are provided by an independent business.

¹ See ORS 670.600 for complete listing.

b. PERS requirements:

In determining whether an individual is an employee or independent contractor for PERS contribution purposes, the district will consider the following factors:

- (1) Instructions. An employee must comply with instructions about when, where and how to work. Even if no instructions are given, the control factor is present if the employer has the right to control how the work results are achieved;
- (2) Training. An employee may be trained to perform services in a particular manner. Independent contractors ordinarily use their own methods and receive no training from the purchasers of their services;
- (3) Integration. An employee's services are usually integrated into the business operations because the services are important to the success or continuation of the business. This shows that the employee is subject to direction and control;
- (4) Services rendered personally. An employee renders services personally. This shows that the employer is interested in the methods as well as the results;
- (5) Hiring, supervising and paying assistants. An employee works for an employer who hires, supervises and pays workers. An independent contractor can hire, supervise and pay assistants under a contract that requires the delivery of materials and labor and to be responsible only for the result;
- (6) Continuing relationship. An employee generally has a continuing relationship with an employer. A continuing relationship may exist even if work is performed at recurring although irregular intervals;
- (7) Set hours of work. An employee usually has set hours of work established by an employer. An independent contractor generally can set his/her own work hours;
- (8) Full-time required. An employee may be required to work or be available full-time. This indicates control by the employer. An independent contractor can choose when and for whom to work for;
- (9) Doing work on employer's premises. An employee usually works on the premises of an employer, or works on a route or at a location designated by an employer;
- (10) Order or sequence set. An employee may be required to perform services in the order or sequence set by an employer. This shows that the employee is subject to direction and control;
- (11) Oral or written reports. An employee may be required to submit reports to an employer. This shows that the employer maintains a degree of control;
- (12) Payment by hour, week, month. An employee is generally paid by the hour, week or month. An independent contractor is usually paid by the job or on a straight commission;
- (13) Payment of business and/or traveling expenses. An employee's business and travel expenses are generally paid by an employer. This shows that the employee is subject to regulation and control;
- (14) Furnishing of tools and materials. An employee is normally furnished significant tools, materials and other equipment by an employer;
- (15) Significant investment. An independent contractor has a significant investment in the use of facilities in performing services for someone else;
- (16) Realization of profit or loss. An independent contractor can make a profit or suffer a loss;
- (17) Working for more than one employer at a time. An independent contractor is generally free to provide his/her services to two or more unrelated persons or firms at the same time;

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- (18) Making service available to general public. An independent contractor makes his/her services available to the general public;
- (19) Right to discharge. An employee can be fired by an employer. An independent contractor cannot be fired so long as the contractor produces a result that meets the specifications of the contract;
- (20) Right to terminate. An employee can quit his/her job at any time without incurring liability. An independent contractor usually agrees to complete a specific job and is responsible for its satisfactory completion, or is legally obligated to make good for failure to complete it.

c. IRS requirements:

Additionally, in determining employee or independent contract status for purposes of the Federal Insurance Contributions Act (FICA), the Federal Unemployment Tax Act (FUTA) or for federal income tax withholding from wages, the district will consider:

- (1) Behavioral control. A worker is an employee when the district has the right to direct and control the worker;
- (2) Financial control. A worker is an independent contractor if the worker can realize a profit or incur a loss. The individual may also be an independent contractor if the contractor is not reimbursed for some or all business expenses, especially if those expenses are high or if the contractor has a significant investment in the work;
- (3) Relationship of the parties. Facts weighed by the district will include any written contracts describing the relationship the parties intended to create; the extent to which the worker is available to perform services for other similar businesses; whether the district provides the worker with employee-type benefits, such as insurance, vacation pay or sick pay; and the permanency of the relationship.

3. Personal Services Contracts - Procurement Requirements

- a. Contracts for personal services less than \$25,000 within a 12-month period, shall, where practical, be based on written or verbal quotes or may be procured through direct negotiations with the contractor.
- b. Contracts for personal services greater than \$25,000 that do not exceed \$75,000 may be based on three written or verbal quotes, or response to a request for proposal (RFP) as deemed appropriate by the superintendent or designee.
- c. Contracts for personal services greater than \$75,000 shall be based on written solicitations, request for qualifications, or the request for proposal (RFP) process.
- d. The district may enter into a personal services contract when the amount of the services does not exceed \$150,000 without obtaining quotes or utilizing the RFP process when only one contractor or sole source provides the services as follows:
 - (1) The superintendent or designee shall make the following written findings for inclusion in the contract file:
 - (a) That the efficient utilization of existing goods requires the acquisition of compatible goods or services;
 - (b) That the goods or services required for the exchange of software or data with other public or private agencies are available from only one source;
 - (c) That the goods or services are for use in a pilot or an experimental project; or

- (d) Other findings that support the conclusion that the goods or services are available from only one source.

e. If the cost of the services is more than 150,000, the district may award a contract on a sole source basis, only with Board approval and if prior to the award:

- (1) Notice of the district's intent to contract for the services, including the general specifications of the intended contract, is advertised in at least one newspaper or trade journal of general circulation in the area where the services are to be performed;
- (2) The advertised notice is published at least 14 days before award of contract to allow prospective contractors a reasonable opportunity to submit a protest of the district's intent to contract through the sole source process unless the superintendent gives prior written approval to reduce the number of days based on extraordinary circumstance that do not meet the criteria for an Emergency Procurement pursuant to OAR 137-047-0280; and
- (3) The protest shall be submitted in writing to the district by the closing date and time of the advertisement notice. It shall state the reason the contract should be competitively solicited.

Protests shall be heard by the Board, whose decision shall be final.

4. ITB/RFP Requirements

- a. An invitation to bid (ITB) or (RFP) will be used as a formal competitive solicitation that describes the specific services to be performed within a defined period of time. The solicitation will set forth criteria and methods for screening, selecting and ranking the most qualified proposal(s). The solicitation document may result in contracts with more than one provider.
- b. The solicitation document must provide that the district is not responsible for any cost incurred while submitting proposals and that all proposers who respond do so at their own expense.
- c. The solicitation document must, at a minimum, address the following:
 - (1) Requirements for solicitation documents under ORS 279B.055 (2) and 279B.060 (2):
 - (a) A time and date by which the bids or proposals must be received and a place at which bids must be submitted, and may, in the sole discretion of the contracting agency, direct or permit the submission and receipt of bids or proposals by electronic means;
 - (b) The name and title of the person designated for receipt of bids or proposals and the person designated by the contracting agency as the contact person for the procurement, if different;
 - (c) A procurement description;
 - (d) A time, date and place that prequalified applications, if any, must be filled and the classes of work, if any, for which bidders must be prequalified in accordance with ORS 279B.120;
 - (e) A statement that the contracting agency may cancel the bid or procurement, or reject any of all bids in accordance with ORS 279B.100;
 - (f) A statement that "Contractors shall use recyclable products to the maximum extent economically feasible in the performance of the contract work set forth in this document." if the invitation to bid is issued by a state contracting agency;

- (g) A statement that requires the contractor or subcontractor to possess an asbestos abatement license, if required under ORS 468A.710; and
- (h) All contractual terms and conditions applicable to the procurement.

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(2) Requirements for solicitation documents under OAR 137-047-0255(2) and 137-047-0260(2):

(a) General Information.

(i) Notice of any pre-offer conferences as follows:

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- 1) The time, date and location of any pre-offer conferences;
- 2) Whether attendance at the conference will be mandatory or voluntary; and
- 3) A provision that provides that statements made by the contracting agency's representatives at the conference are not binding upon the contracting agency unless confirmed by written addendum.

- (ii) The form and instructions for submission of proposals and any other special information, e.g., whether proposals may be submitted by electronic means;
- (iii) The time, date and place of opening;
- (iv) The office where the solicitation document may be reviewed;
- (v) For bidders, a statement whether the bidder is a "resident bidder," as defined in ORS 279A.120(1);
- (vi) Contractor's certification of nondiscrimination in obtaining required subcontractors in accordance with ORS 279A.110(4); and
- (vii) How the contracting agency will notify proposers of addenda and how the contracting agency will make addenda available.

(b) Contracting Agency Need.

The character of the goods and services the contracting agency is purchasing including, if applicable, a description of the acquisition, specifications, delivery or performance schedule, inspection and acceptance requirements.

(c) Bid/Proposal and Evaluation Process.

- (i) The anticipated solicitation schedule, deadlines, protest process, and evaluation process;
- (ii) The contracting agency shall set forth selection criteria in the solicitation document in accordance with the requirements or ORS 279B.060(2)(h)(E).
- (iii) If the contracting agency intends to award contracts to more than one proposer pursuant to OAR 137-047-0600(4)(d), the contracting agency must identify in the solicitation document the manner in which it will determine the number of contracts it will award.

(d) Applicable preferences described in ORS 279A.125(2) and 282.210.

(e) For contracting agencies subject to ORS 305.385, contractor's certification of compliance with the Oregon tax laws in accordance with ORS 305.385.

- (f) All contract terms and conditions, including a provision indicating whether the contractor can assign the contract, delegate its duties, or subcontract the goods or services without prior written approval from the contracting agency.

D d. Bids or proposals must be advertised at least once in a newspaper of general circulation in the area where the contract is to be performed and in as many additional issues and publications as may be necessary or desirable to achieve adequate competition unless the contracting agency uses electronic advertising.

e. Unless otherwise specified in rules adopted pursuant to ORS 279A.065, the LCRB will give notice at least seven days before the solicitation closing date.

f. All advertisements shall describe at minimum the requirements under OAR 137-047-0300(3):

- (1) Where, when, how, and for how long the solicitation document may be obtained;
- (2) A general description of the goods or services to be acquired;
- (3) The interval between the first date of notice and closing, which will be at least seven days, unless a shorter period is in the public interest and it will not substantially affect competition;
- (4) The date that persons must file applications for prequalification if prequalification is a requirement and the class of goods or services is one for which persons must be prequalified.
- (5) The office where contract terms, conditions and specifications may be reviewed;
- (6) The name, title and address of the individual authorized by the contracting agency to receive offers;
- (7) The scheduled opening; and
- (8) Any other information the contracting agency deems appropriate.

5. Screening and Selection Procedures

a. The superintendent or designee shall review, score and rank all responsive proposals according to the evaluation criteria in the ITB or RFP and applicable law. The contracting agency will award the contract to the lowest responsible bidder or proposer or multiple responsible bidders or proposers in accordance with ORS 279B.055(10) and 279B.06010), and OAR 137-047-0600.

b. To determine whether the bidder or proposer has met the standards of responsibility under ORS 279B.110(2) and OAR 137-047-0640(1)(c)(F), the LCRB will consider whether the bidder or proposer has:

- (1) Available the appropriate financial, material, equipment, facility and personnel resources and expertise, or the ability to obtain the resources and expertise, necessary to indicate the capability of the bidder or proposer to meet all contractual responsibilities;
- (2) A satisfactory record of performance.² The contracting agency will document in the solicitation file its basis for determining that the offeror is not responsible because the offeror does not meet this requirement;

² A contracting agency should review carefully the offeror's record of contract performance if the offeror is or recently has been materially deficient in contract performance. In reviewing the offeror's performance, the contracting agency should determine whether the offeror's deficient performance was expressly excused under the terms of the contract, or whether the offeror took appropriate corrective action. The contracting agency may review the offeror's performance on both private and public contracts.

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- (3) A satisfactory record of integrity.³ The contracting agency will document its basis for determining that the offeror is not responsible because the offeror does not meet this requirement;
- (4) Qualified legally to contract with the contracting agency;
- (5) Supplied all necessary information in connection with the inquiry concerning responsibility. If an offeror fails to promptly supply information requested by the contracting agency concerning responsibility, the contracting agency shall base the determination of responsibility upon any available information, or may find the bidder or proposer not to be responsible; and
- (6) Not been debarred by the contracting agency under ORS 279B.130.

- c. Final ranking will be based on all information obtained during the evaluation process. Price will be considered, but will not necessarily govern selection of the contractor(s).
- d. Contracts entered into may be amended, provided the original contract allows for the particular amendment and the services to be provided under the amendment are included within or directly related to, the scope of the project or the scope of the services described in the solicitation document.

6. Documentation

Documentation providing evidence of competition shall be maintained by the district for all contracts entered into by the district.

7. Fingerprinting

If the scope of the work performed by a contractor(s) or their employee(s) may result in direct, unsupervised contact with students, the contractor and their employee(s) will submit to fingerprinting and criminal records checks as required by law.

8. Payment

Payment will be made only upon completion of the performance of specific portions of the project or on the basis of an annual or periodic retainer as specified by the district in the personal services contract.

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³ A contracting agency may determine that an offeror lacks integrity because of a lack of business ethics such as a violation of environmental laws or false certification made to the contracting agency. A contracting agency may find that an offeror is not responsible based on a lack of integrity of a person having influence or control over the offeror.

Jefferson School District 14J

Code:
Adopted:

EBBA

Student Health Services**

(Version 2)

{Highly recommended policy. The requirement for school districts to develop and implement a health services plan comes from OAR 581-022-2220.}

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will¹:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

7. Describe how hearing, vision and dental screenings are managed and/or verified for required students⁵;
8. Include a process to assess and determine a student’s health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student’s access to education, and implement a student’s individual health plan prior to attending school⁶;
9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹; and¹⁰.
12. List the positions in the district which shall be required to obtain and maintain a first-aid/CPR/AED card in accordance with OAR 581-022-2220(3).

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹⁰

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

The district provides a menstrual product dispenser with a variety of products in every student bathroom¹¹ which meets the requirements of law.

⁵ For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

⁶ For definitions for this policy see ORS 336.201.

⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

¹⁰ For additional delegation requirements see OAR [851-047-0030](#).

¹¹ “Student bathroom” means a bathroom that is accessible by students, including a gender-neutral bathroom, a bathroom designated for females, and a bathroom designated for males. (OAR 581-021-0587)

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.201](#)
[ORS 336.204](#)

[ORS 336.211 – 336.214](#)
[OAR 581-021-0017](#)
[OAR 581-021-0031](#)
[OAR 581-021-0587](#)

[OAR 581-021-0590](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)
[OAR 581-022-2515](#)

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

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Jefferson School District 14J

Code: EBBAA
Adopted: 1/11/21

Infection Control and Bloodborne Pathogens

The Board recognizes that staff and students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to standard precautions. Standard precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for ~~HIV, AIDS, HBV¹ and/or other~~ bloodborne pathogens².

The district shall develop an Exposure Control Plan in accordance with the requirements in law³.~~that includes infection control procedures, and procedures to minimize and eliminate exposure incidents to bloodborne pathogens.~~

~~Infection Control~~

~~Staff and students shall receive an annual in-service that includes correct procedures for cleaning up body fluid spills and for personal cleanup, appropriate disposal, immunization and personal hygiene, as well as the location and a content review of first-aid and clean-up kits. Kits shall be available for each room in the building and in each district vehicle.~~

~~In addition to an annual in-service, staff and students on a regular basis will receive HIV, AIDS and HBV information.~~

~~The information shall emphasize infection—how infection is spread as well as how it is not spread.~~

~~Bloodborne Pathogens~~

The Exposure Control Plan shall be reviewed and updated at least annually and when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:

1. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens;

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

² “Bloodborne pathogens” are pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis ~~Hepatitis~~ B virus (HBV) and human immunodeficiency virus ~~Human Immunodeficiency Virus~~ (HIV). 29 CFR 1910.1030(b)

³ See 29 CFR 1910.1030(c)(1) and OAR 437-002-1059 for more information about an Exposure Control Plan. {A template for an exposure control plan may be available from [Oregon OSHA](#).}

2. Annually, document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

The plan shall include training followed by an offer of ~~hepatitis~~[immunization with Hepatitis B](#) vaccine and vaccination series for all staff who are required to provide first aid to students and/or for all staff who have occupational exposure as determined by the district. Training shall be provided at the time of initial assignment to tasks where occupational exposure may take place and at least annually^[4] thereafter. Staff will receive the annual training⁵ as well as the location and a content review of first-aid and clean-up kits. Kits shall be readily available⁶ in close proximity⁷ to all employees in the building and for district vehicles, including each bus⁸.

~~thereafter.~~ Personal protective equipment appropriate to job tasks shall be provided by the district. A post-exposure evaluation and follow-up shall be made available to any employee sustaining an occupational exposure.

The district recognizes that, ~~as required by Oregon Administrative Rule (OAR) 437-002-1030,~~ employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems). The district will implement such work practice controls, as appropriate. The district will document the solicitation of input from such staff in the plan.

Documentation, including a sharps injury log, will be maintained in accordance with law⁹~~as required by OAR 437-002-1030(3) and 437-002-1035.~~

The Exposure Control Plan~~district~~ will be accessible to employees in accordance with law¹⁰.

Students will be instructed in safe practices to prevent transmission of bloodborne pathogens in accordance with~~cooperate with the~~ Oregon Health Standards.~~Department of Education in delivering HIV, AIDS and HBV education.~~

END OF POLICY

⁴ ~~[Annual training for all employees shall be provided within one year of their previous training. (29 CFR 1910.1030(g)(2)(iv))]~~

⁵ See 29 CFR 1910.1030(g)(2) for information about training requirements.

⁶ OAR 437-002-0161(2) First-Aid Supplies. (a) The employer shall provide first-aid supplies based upon the intended use and types of injuries that could occur at the place of employment. The first-aid supplies shall be available in close proximity to all employees. Either bulk pack or unit pack supplies are acceptable. (b) "In proximity" is defined as that which is available nearby to ensure prompt treatment in the event of need.

⁷ "In proximity" is defined as that which is available nearby to ensure prompt treatment in the event of need. (OAR 437-002-0161(1)(b))

⁸ Emergency equipment for buses, includes, but is not limited to, body fluid cleanup and first-aid kits. (OAR 581-053-0240(23); OAR 581-053-0640)

⁹ See OAR 437-002-1030(3) and OAR 437-002-1035.

¹⁰ See 29 CFR 1910.1020(e) for requirements on providing access.

Legal Reference(s):

[ORS 332.107](#)

[OAR 437-002-0161](#)

[OAR 437-002-0360](#)

[OAR 437-002-1030](#)

[OAR 437-002-1035](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-053-0240\(23\)](#)

[OAR 581-053-0250\(1\)](#)

[OAR 581-053-0640\(2\)](#)

Occupational Safety and Health Standards, Bloodborne Pathogens, 29 C.F.R. §§ 1910.1020, 1910.1030.

Jefferson School District 14J

Code: EBBB
Adopted: 1/08/18
Revised/Readopted: 6/10/19
Orig. Code: EBBB

Injury/Illness Reports

All injuries or illnesses¹, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. [Staff members will report self-administered first-aid² treatment to an immediate supervisor.] All accidents involving employees, students, visiting public, or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the district's safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related³ illness or injury to an employee resulting in in-patient overnight hospitalization, loss of an eye, amputation or avulsion⁴ for medical treatment⁵ other than first aid, the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). This report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes⁶ shall be reported⁷ to OSHA within eight hours.

ALL injuries or illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public and accidents involving district property, employees, students

¹ The Oregon Occupational Safety and Health Division provides: "Injury or illness" means an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illnesses include both acute and chronic illnesses, such as, but not limited to, skin disease, respiratory disorder, or poisoning (record injuries and illnesses only if they are new, work-related cases that meet one or more of the recording criteria). (OAR 437-001-0015(39))

² For employees, "first aid" means any one-time treatment and subsequent observation of minor scratches, cuts, burns, splinters, or similar injuries that do not ordinarily require medical care. Such one-time treatment and subsequent observation is considered first aid even though it is provided by a physician or registered professional personnel. (OAR 437-001-0015(34))

³ An injury or illness is work related if an event or exposure in the work environment either caused or contributed to the resulting condition or significantly aggravated a preexisting injury or illness. (OAR 437-001-0700(6)) condition.

⁴ Amputations and avulsions are only required to be reported if they result in bone loss. (OAR 437-001-0704(4))

⁵ Medical treatment includes managing or caring for a patient for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a doctor or health care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

⁶ "Catastrophe" A "catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. (OAR 437-001-0015(11))

⁷ Reporting must be done in person or by telephone. (OAR 437-001-0704(3))

or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

The ~~district safety officer~~ Human Resources Department will maintain records ~~on~~ ~~and reports on serious~~ injuries, illnesses, and ~~including~~ accidents involving district property, ~~or~~ employees, students or visiting public. These records will include prevention measures taken, reporting information, ~~publics, and~~ periodic statistical reports on the number and types of injuries, illnesses and accidents occurring in the district, and ~~as well as on the measures being taken to prevent such injuries/illnesses in the future.~~

~~The records will include monthly and annual analyses reporting information and an analysis of accident data, and trends will be conducted at least annually.~~ Such reports will be submitted to the [superintendent] [and the Board], for review quarterly.

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0700](#)

[OAR 437-002-0360](#)

[OAR 437-001-0015](#)

[OAR 437-001-0704](#)

[OAR 437-002-0377](#)

[OAR 437-001-0760](#)

[OAR 581-022-2225](#)

Cross Reference(s):

EH - Electronic Data Management

GBE - Staff Health and Safety

OSBA Model Sample Policy

Code: EBCA
Adopted:

Safety Threats**

{Required policy. Requirement for policy comes from ORS 339.324 which outlines actions of a school district when a safety threat action has occurred.}

“Safety threat action” means a lockdown, lockout, shelter in place or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (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.

END OF POLICY

Legal Reference(s):

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

[ORS 332.107](#)

[ORS 339.324](#)

Jefferson School District 14J

Code: EBCB
Adopted: 5/11/15
Revised/Readopted: 6/10/19
Orig. Code: EBCB

Emergency Procedure 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~~law~~.

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, 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 shall be conducted within 10 days of the beginning of classes.

~~Instruction on fires, earthquakes, safety threats, dam failure, and severe flooding, and drills for students, shall be conducted 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 Emergencies

At least two drills on earthquakes 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.

Safety Threats

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.]{¹}]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.~~

¹ {The Oregon Department of Education has resources available at <https://www.oregon.gov/ode/schools-and-districts/grants/pages/threat-and-hazard-resources.aspx>.}

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

OSBA Model Sample Policy

Code: EGACA

Adopted:

Cell Phones

The Board recognizes that the use of cell phones may be appropriate to provide for the effective and efficient operation of the district, and to help ensure safety and security of district property, staff and others while on district property or engaged in district-sponsored activities. To this end, the Board authorizes the purchase and employee use of cell phones, as deemed appropriate by the superintendent.

District-owned cell phones shall be used for authorized district business purposes, consistent with the district's mission and goals. Personal use of such equipment is prohibited except in emergency situations. Employees do not have any expectations of privacy with district-owned cell phones or any information stored on them; the phone may be confiscated and searched at any time. Employee use of a district-owned cell phone shall not violate Oregon's ethics laws.

If an employee's cell phone purchase is reimbursed by the district, or the employee is provided a stipend to purchase a cell phone, all phone records, text messages, emails to and from the cell phone, and other communications made with the cell phone may be public records.

Employees shall not use cell phones, whether district-owned or personally-owned, for non-district-related business while attending to and/or performing their job responsibilities.

Use of cell phones in violation of Board policies, administrative regulations and/or state and federal laws will result in discipline up to and including dismissal and/or referral to Oregon Government Ethics Commission and law enforcement officials, as appropriate.

The superintendent is directed to develop administrative regulations for the implementation of this policy, including a uniform and controlled system for identifying employee cell phone needs, monitoring use and reimbursement. Provisions may also be included for staff use of privately-owned cell phones for authorized district business.

END OF POLICY

Legal Reference(s):

[ORS 244.010](#)

[ORS 244.020\(15\)](#)

[ORS 244.040\(1\)\(a\)](#)

[ORS 244.120](#)

[ORS 332.105](#)

[ORS 332.107](#)

Davidson v. Or. Gov't Ethics Comm'n, 300 Or. 415 (1985)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, ADVISORY OPINIONS 02S-020 (Aug. 2, 2002), 02A-1008 (July 12, 2002), 01A-1004 (June 1, 2001) and 98A-1003 (July 9, 1998).

OSBA Model Sample Policy

Code: EGACA-AR

Revised/Reviewed:

Cell Phones

District-owned cell phones may be purchased and authorized for staff use in accordance with the following:

Cell Phone Authorization

Cell phones may be assigned or made available on a temporary basis by the ~~{superintendent}~~~~{business manager}~~ or designee when it is determined that:

1. The assignment of a cell phone to the employee is a prudent use of district resources;
2. The employee's job responsibilities require the ability to communicate frequently;
3. The employee's job responsibilities involve situations where immediate communication is necessary to ensure the security of district property or safety of students, staff or others while on district property or engaged in district-sponsored activities.

Cell Phone Use

1. Cell phones are provided specifically to carry out official district business.
2. Personal use of district cell phones is limited to making or receiving calls for family emergency purposes.
3. District cell phones shall not be loaned to others.
4. Employees issued a cell phone are responsible for its safekeeping at all times. Defective, lost or stolen cell phones are to be reported immediately to the ~~{business manager}~~ technology director who will in turn notify the service provider.
5. Cell phones issued for employee use are to be returned to the ~~{business manager}~~ technology director at the conclusion of the school year, activity or as otherwise specified.

Privately-Owned Cell Phones

1. District employees may be reimbursed, or receive a stipend, for use of privately-owned cell phones to conduct district business in accordance with Board policy and this regulation, with prior approval of the ~~{superintendent}~~~~{or}~~~~{business manager}~~.
2. Personal use of privately-owned cell phones by employees authorized to use such equipment for district business is restricted to such times when the employee is not on duty.

Reimbursement

1. Requests for reimbursement for authorized use of employee-owned cell phones are to be submitted on district-provided forms, available through the office and accompanied by a copy of the billing statement with the district business-related calls highlighted. A notation for each highlighted entry, indicating the nature of the call, is required.
2. All requests for reimbursement, including the highlighted billing statement, must be submitted within ~~{30}~~ days of the end of the time period for which reimbursement is requested. Requests submitted after the reimbursement deadline has passed ~~{will}~~~~{may}~~ be denied.
3. District reimbursement for authorized use of employee-owned cell phones will be made ~~{within {30} days}~~ ~~{in conformance with district payment procedures}~~.

Jefferson School District 14J

Code: IGBAF
Adopted: 8/13/12
Revised/Readopted: 2/10/20
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 581-015-2000](#)
[OAR 581-015-2190](#)

[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).

Jefferson School District 14J

Code: IGBAF-AR
Adopted: 3/12/08
Revised/Reviewed: 2/10/20; 6/12/23
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
 - (3) 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.
- d. 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.
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. 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.

- g. 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.

a. 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 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.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) 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.
- (6) 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;~~
- ~~a. Supplementary aides and services;~~
- ~~b. Additional or intensified instruction;~~
- ~~c. Social-emotional learning support; and~~
- ~~d. 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.~~

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

- 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 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)).
 - (2) 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
 - (3) 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:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "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.
- (1) 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.

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

Jefferson School District 14J

Code: IGBAG
Adopted: 10/12/09
Revised/Readopted: 2/10/20
Orig. Code: IGBAG

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) 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](#)

[ORS 343.165](#)

[ORS 343.173](#)

[ORS 343.177](#)

[ORS 343.181](#)

[OAR 581-001-0005](#)

[OAR 581-015-2000](#)

[OAR 581-015-2030](#)

[OAR 581-015-2090](#)

[OAR 581-015-2095](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2305](#)

[OAR 581-015-2310](#)

[OAR 581-015-2325](#)

[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

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

Jefferson School District 14J

Code: JBA/GBN
Adopted: 12/14/20
Revised/Readopted: 1/11/21
Orig. Code(s): JBA/GBN

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* ~~GBN/JBA/GBN-AR(1)~~ - Sexual Harassment Complaint Procedure and ~~GBN/JBA/GBN-AR(2)~~ - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures¹.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties² shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.

¹ Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy ~~JHFF/GBNAA~~). ~~JHFF~~

² “Third party” means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without ~~the student's, staff member's or third party's~~ consent^{3, {4}} ~~because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.~~

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions action, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
Dawn Moorefield	Superintendent	541-327-3337 x1050	dawn.moorefield@jefferson.k12.or.us
Tracy Keuler	Student Services Dir.	541-327-3337 x1045	tracy.keuler@jefferson.k12.or.us

These **This** individual(s) **are is** responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX Coordinator. See **GBN/JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.**

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

³ "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

⁴ {The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1). If the district would like to include the full statutory definition, it can do so.}

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person⁵ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁶:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parent who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

⁵ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁶ Remember confidentiality laws when providing any information.

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students’ parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity⁷;
3. “Sexual assault”: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

⁷ “Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs.” (Title 34 C.F.R. § 106.44(a))

4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. “Domestic Violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or
6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. See ~~GBN/JBA/GBN~~-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

The superintendent is designated as the Title IX Coordinator (*see* page 1 for contact information). The Title IX Coordinator will coordinate the district’s efforts to comply with its responsibilities related to this policy~~AR~~. The district prominently will display the contact information for the Title IX coordinator~~Coordinator~~ on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁸ The district shall treat complainants and respondents equitably by providing supportive measures⁹ to the complainant and by

⁸ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁹ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment.⁹ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

following a grievance procedure¹⁰ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹¹

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹² The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹³, or both.

No Retaliation

Neither the district ~~nor~~ any person may retaliate¹⁴ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

¹⁰ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* ~~GBN~~JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹¹ The Title IX ~~coordinator~~Coordinator may also discuss that the Title IX ~~coordinator~~Coordinator has the ability to file a formal complaint.

¹² The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

¹³ Of the United States Department of Education.

¹⁴ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Jefferson School District 14J

Code: JBAA
Adopted: 6/13/11
Revised/Readopted: 12/14/20
Orig. Code(s): JBAA

Section 504 – Students

The district recognizes its responsibility to provide a free, appropriate public education to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of ~~the individual's~~ disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity or those provided by the district through contractual or other arrangements. District aids, benefits and services will afford qualified 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. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law.

A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment¹ that substantially limits one or more major life activities²; has a record of such an impairment; or is regarded as having such an impairment.

In compliance with the provisions of Section 504, the district will:

1. Provide written assurance of nondiscrimination in accordance with application procedures whenever the district receives federal money;
2. Designate an employee to coordinate compliance with Section 504;
3. Provide procedures to resolve complaints of discrimination under Section 504;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy and compliance with law assuring nondiscrimination in admission or access to, or treatment, in district programs, activities or employment. Notice will be included in student/parent and staff handbooks and other materials as appropriate;

¹ Impairments which may substantially limit major life activities, and without regard for the ameliorative effects of medication or aids/devices include, but are not limited to, chronic asthma and severe allergies, blindness or visual impairment, cancer, diabetes, deafness or hearing impairment, heart disease, mental illness and conditions which may be episodic or in remission.

² "Major life activities," as defined by the Americans with Disabilities Act Amendments Act of 2008, includes caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, 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.

5. Annually identify and locate all ~~Section 504-qualified~~ students in the district, with disabilities, and who qualify for Section 504 but ~~in the district~~ who are not receiving a free appropriate³ public education (FAPE)⁴;};
6. Ensure that tests and other evaluation materials have been validated, are administered by trained personnel, are tailored to assess educational need and are not based on IQ scores, and reflect what the tests purport to measure;};
7. Provide nonacademic and extracurricular services⁵ and activities in such a manner as to afford students with disabilities an equal opportunity for participation in such services and activities;
8. Annually notify students with disabilities and their parents or guardians of the district’s responsibilities under Section 504, including those with limited proficiency in English and those with vision or hearing impairments;
9. Provide parents or guardians with procedural safeguards, including notification of their right:
 - a. To be notified in writing of any decisions made by the district concerning the identification, evaluation or educational placement of their student pursuant to Section 504~~[-].~~ The district will request parental consent prior to conducting an evaluation of the student~~};~~};
 - b. To examine, copy and request amendments of the student’s educational records;
 - c. To request an impartial hearing, with opportunity for participation by the student’s parents or guardian and representation by counsel regarding district decisions concerning identification, evaluation or educational placement of their student. A review procedure will be provided.

Students identified as qualified individuals with disabilities under Section 504 shall be placed in the regular educational environment unless it is demonstrated by the district that the education of the student with the use of related aids and services in such a placement cannot be achieved satisfactorily. All placement decisions will be made by an evaluation team comprised of persons designated by the superintendent or designee, knowledgeable about the student, the meaning of the evaluation data and placement options.

Students will be reevaluated periodically, but no less than every three years. Additionally, before implementing discipline that constitutes a significant change in the placement (i.e., expulsion, serial suspensions which exceed 10 school days in a school year, a series of suspensions each of which is 10 or fewer school days in duration but that creates a pattern of exclusion), the district shall conduct a

~~³ “Appropriate education” (34 C.F.R. § 104.33) means the provision of regular or special education and related aids and services that are designed to meet the student’s individual educational needs as adequately as the needs of persons without disabilities are met and are based upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34, 104.35 and 104.36 concerning educational setting, evaluation and placement and procedural safeguards.~~

⁴ “Appropriate education” (34 C.F.R. § 104.33) means the provision of regular or special education and related aids and services that are designed to meet the student’s individual educational needs as adequately as the needs of persons without disabilities are met and are based upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34, 104.35 and 104.36 concerning educational setting, evaluation and placement and procedural safeguards.

⁵ Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, transportation, health services, athletics, intramurals, clubs or organization activities, referrals to agencies which provide assistance to persons with disabilities and employment of students, including both employment by the district and assistance by the district in making available outside employment.

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.

If it is determined that the misconduct of the student is caused by the disability, the district's team will continue the evaluation, following the requirements of Section 504 and the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments ~~Amendment~~ Act of 2008 (ADA) for evaluation and placement to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of the Individuals with Disabilities Education Act (IDEA) may be used to meet the procedural safeguards of law. 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.

A student identified as a qualified individual with disabilities under Section 504, who is also covered by the IDEA, will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulation.

A reevaluation will also be required before any other significant change in placement (i.e., transferring a student to alternative education, graduation from high school, significantly changing the composition of the student's class schedule, such as from regular education to the resource room).

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

[ORS 343.068](#)

[ORS 659.850](#)

[ORS 659.865](#)

[ORS 659A.103](#)

[ORS 659A.109](#)

[OAR 581-015-2030](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0049](#)

[OAR 581-022-2310](#)

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).

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district’s student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

Cross Reference(s):

GBN/JBA - Sexual Harassment

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

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

JHFE - Reporting of Suspected Abuse of a Child

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

Jefferson School District 14J

Code: JBAA-AR
Revised/Reviewed: 10/12/09; 12/14/20
Orig. Code(s): JBAA-AR

Section 504 – Students

In order to meet the requirements of Section 504 of the Rehabilitation Act, 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 Education 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) Has 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) Has 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) Has 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. Has 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; genito-urinary; 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 their 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.

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 student's 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.

2. 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

In interpreting evaluation data and making placement decisions, the evaluation team will:

1. Draw upon information from a variety of sources;
2. Ensure that all relevant information is documented and considered;
3. 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.

1. 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).

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 their 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 in accordance with established district complaint procedures.

Jefferson School District 14J

Code: JEA
Adopted: 4/09/18
Revised/Readopted: 12/14/20; 3/13/23
Orig. Code(s): 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.

~~The district will develop procedures for issuing a~~ [A citation for violation of ORS 339.035 may be issued.]

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 Willamette Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when such a ~~home-schooled~~ 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 ~~home-schooled~~ students who are registered with the ESD and reside in their district;
 - b. Each child being taught as described above ~~by a parent or private teacher~~ 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 ~~testing each child~~ 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](#)

Jefferson School District 14J

Code: JEA-AR
Revised/Reviewed: 4/09/18; 12/14/20; 3/13/23
Orig. Code(s): JEA-AR

Compulsory Attendance Notices and Citations**

{Highly Recommended. Compulsory attendance for education and/or registering homeschool students with the local ESD are statutory requirements of persons in charge of students ages 6 through to 18. This administrative regulation supports procedures required of public education providers. The district should consult with the ESD on which superintendent will issue a citation, if at all, for violations of ORS 339.035 before adopting bracketed language.}

~~Compulsory attendance citations may be issued by the superintendent or designee as a means to enforce the compulsory attendance law. All such citations shall be issued according to the following procedures:~~

Appropriate notices on student absences or irregular attendance may be issued by the district in accordance with law. {A citation may be issued by the superintendent or designee for noncompliance of ORS 339.035¹ in accordance with ORS 339.095.}

1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine whether ~~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 ~~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 designee² at the time notice is given to the parent or guardian.;

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.}

- 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

~~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.~~

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.~~

4.—Citation

~~Compulsory attendance noncompliance citations may be issued by the superintendent or designee.~~

~~The superintendent or designee shall:~~

- ~~a.— Determine that the parent or guardian has continued to fail to enroll their student in school or maintain the student in regular attendance following a conference or has refused to attend the conference as required;~~
- ~~b.— Contact the clerk of the court for the county and determine which court will hear the case and when;~~
- ~~c.— Ensure the official representing the district will be available to present evidence of the violation at the time and date specified;~~
- ~~d.— Determine whether the local court's interpretation of Oregon Revised Statute (ORS) 339.095 requires the student be named as defendant. Complete form accordingly;~~
- ~~e.— Complete Uniform Compulsory Attendance Citation and Complaint form as follows:
 - ~~(1)— Specify appropriate court, district, circuit, municipal or justice;~~
 - ~~(2)— Specify when the court will hear the case, including date, time and location of the court appearance at the bottom of the form;~~
 - ~~(3)— Provide all pertinent defendant information, including the name and address of the parent or guardian. Only one adult should be named as the defendant;~~
 - ~~(4)— Provide all pertinent offense information, including the period of time during which the absences occurred;~~
 - ~~(5)— Ensure the minimum number of absences constituting irregular attendance as defined in law has in fact occurred. Excused absences should not be counted for purposes of this citation;~~
 - ~~(6)— Provide all pertinent student information including the grade, date of birth, length of time in the district and parent(s) name(s);~~
 - ~~(7)— Provide date of superintendent's or designee's prior notification of attendance requirements, consequences including possibility of citation and conference meeting date was sent;~~
 - ~~(8)— Ensure that the prior notice was served to the same parent or guardian who is named as the defendant in the citation;~~
 - ~~(9)— Provide district name, date, superintendent's name and signature. If the superintendent has designated another district official to issue citations, such delegation will be documented and the delegated official's name and signature will appear on the form;~~
 - ~~(10)— Personally serve (not mail) the citation;~~
 - ~~(11)— Complete time and date citation was issued, name, title and signature of district official serving the citation;~~
 - ~~(12)— Ensure the parent or guardian is provided the citation;~~
 - ~~(13)— Ensure the designated court is appropriately notified immediately after the citation is served;~~
 - ~~(14)— Ensure the district retains a copy of the citation;~~
 - ~~(15)— Consult with district's attorney to assist in these procedures, as necessary.~~~~
- ~~f.— Maintain student attendance records in accordance with applicable education records laws.~~

Jefferson School District
1352 N. 2nd Street Jefferson, OR 97352
Phone: 541-327-3337

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

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

After review of 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 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 Willamette ESD at 503-588-5330.

If you have questions and/or need assistance, please contact the district-at 541-327-3337.

Sincerely,

Attendance Supervisor

cc: Principal/Superintendent

Jefferson School District
1352 N. 2nd Street Jefferson, OR 97352
Phone: 541-327-3337

***** 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 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 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 an IEP or a review of a current IEP, a conference will be held after such evaluation or review.

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: Willamette ESD at 503-588-5330.

If you have questions and/or need assistance, please contact the district at 541-327-3337.

Sincerely,

Attendance Supervisor/Principal

cc: Principal/Superintendent

Jefferson School District

1352 N. 2nd Street Jefferson, OR 97352
Phone: 541-327-3337

**** SUPERINTENDENT’S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE ****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

According to district records, you were notified by the district’s attendance supervisor on date that your child, name, is not yet enrolled in school is not maintaining regular school attendance-as required by Oregon compulsory attendance laws.

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

The superintendent or designee may issue a citation for your continued violation of Oregon’s compulsory attendance law.

You [may request an evaluation of your child’s individualized education program (IEP) or Section 504 plan or a review of same.] [~~your child’s current IEP-~~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].]~~

~~In accordance with law, you~~ You and your child are ~~requested~~**required** to attend a conference with [designated school official] on [date] at [time]-to discuss:

- ~~1. — Oregon’s compulsory attendance law and your child’s attendance record;~~
- ~~2. — The reasons for your noncompliance;~~
 1. The development of a plan for improvement;
 2. 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;
- ~~3. — Any questions you may have concerning district programs~~**the potential consequences for continued noncompliance with Oregon’s compulsory attendance law, as set forth above** and ~~resources~~**as provided in Board student conduct and truancy policies.**

~~Failure to help~~**attend this conference or to maintain** your child ~~attend regularly.~~**in regular school attendance will result in the issuance of a citation, as provided by law.**

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: Willamette ESD 503-588-5330.

If you have questions and/or need assistance, please contact the district at 541-327-3337.

Sincerely,

Superintendent/Designee

Jefferson School District 14J

Code: JGA
Adopted: 9/10/07
Revised/Readopted: 12/14/20
Orig. Code: JGA

Corporal Punishment**

The use of corporal

~~Corporal~~ punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain. Corporal punishment does not include the use of physical force authorized in ORS 161.205 (2), (4) or (5) for the reasons specified therein, or physical pain or discomfort resulting from or caused by participation in athletic competition or other such recreational activity, voluntarily engaged in by a student ~~physical pain.~~

No teacher, administrator, other school ~~personnel~~ ~~employee~~ or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

~~[A Permission to administer corporal punishment will not be sought or accepted from any parent or legal guardian of a minor child may, person in parental relationship or school official.]~~

~~A staff member is authorized to use reasonable physical force upon the minor child when and to the extent the person reasonably believes, in their professional judgement, the physical force is necessary to maintain discipline or promote the welfare of the minor child, unless the physical force constitutes abuse as defined in ORS 418.257 or 419B.005.]~~

A staff member is authorized to employ reasonable physical force upon ~~prevent~~ a student only ~~from harming self, others or doing harm~~ to the extent that the application of physical force is consistent with ORS 339.285 - 339.303 and is not corporal punishment as defined in ORS 339.250(9). ~~district property.~~ Physical force shall not be used to discipline or punish a student.

A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent shall inform all staff members and volunteers of this policy.

~~Employees violating this policy are subject to discipline up to and including dismissal.~~

END OF POLICY

Legal Reference(s):

Corporal Punishment** – JGA

[ORS 161.205](#)
[ORS 332.107](#)
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 584-020-0040](#)

[OAR 581-021-0050 – 0075](#)

Cross Reference(s):

JGAB - Use of Restraint or Seclusion

Jefferson School District 14J

Code: **JGAB**
Adopted: 12/08/14
Revised/Readopted: 1/14/19; 12/14/20; 4/10/23
Orig. Code: 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 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.

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

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

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

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

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

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

Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. 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 a the MANDT² 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) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the~~ 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;

² ~~The district must identify the program utilized for training.~~

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 characteristics³ 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):

ORS 161.205	ORS 339.300	OAR 581-021-0563
ORS 339.250	ORS 339.303	OAR 581-021-0566
ORS 339.285		OAR 581-021-0568
ORS 339.288	OAR 581-021-0061	OAR 581-021-0569
ORS 339.291	OAR 581-021-0550	OAR 581-021-0570
ORS 339.294	OAR 581-021-0553	OAR 581-022-2267
ORS 339.297	OAR 581-021-0556	OAR 581-022-2370

Cross Reference(s):

JGA - Corporal Punishment

³ 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.

Jefferson School District 14J

Code: JGAB-AR
Revised/Reviewed: 3/10/14; 12/14/20
Orig. Code(s): JGAB-AR

Use of Restraint or Seclusion

Procedures

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 ~~staff~~ who administered the restraint or seclusion;
 - (5) A description of the training status of the ~~staff of the district~~ ~~staff~~ 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 training ~~administered the restraint or seclusion~~. The administrator will ensure written notice of the same to the superintendent.

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).}

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 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.

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.

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))

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 restraint and seclusion training practices adopted by the district.
3. Prior to the implementation of any behavioral support plan that includes ~~physical~~ restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.
4. When a behavior support plan includes restraint or seclusion the parents 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 themselves, 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.

OSBA Model Sample Policy

Code: JH
Adopted:

Student Welfare**

{Optional policy.}

The district provides supervision of students. Such supervision does not include early morning or the time following usual departure unless students are present for a scheduled school-sponsored activity. Hours when supervision is available shall be included in the student/parent handbook.

The district further requires the following practices:

1. Maintaining a safe school environment; designated personnel will be responsible for periodically inspecting the physical condition of all equipment, buildings and grounds;
2. Expecting school personnel and students to observe safe practices, particularly in those areas of instruction or extracurricular activities that offer special hazards;
3. Providing safety education to students as is germane to particular subjects such as, but not limited to, science, professional technical, health and physical education courses;
4. Providing first-aid care for students in case of accident or sudden illness; and
5. Providing adequate supervision on the grounds when they are used by students **during established school hours** or school-sponsored activities.

School personnel will be concerned about school safety issues, including but not limited to, safety issues in or on school property and awareness of persons loitering in or near school buildings or sitting in parked vehicles nearby. Staff shall report all such instances to the principal or designee. The principal or designee will notify law enforcement if circumstances warrant such action.

Students will be instructed on personal safety and that of others in accordance with State Health Standards. Students will be instructed to tell or report to teachers, their parents, law enforcement or school security personnel of any safety concerns.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

Jefferson School District 14J

Code: JHC
Adopted: 12/14/20
Revised/Readopted: 3/13/23

Student Health Services and Requirements**

*(Delete in lieu of new board policy using code EBBA - Student Health Services**)*

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The district shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220.

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements.

The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

Any nurse(s) providing services on behalf of the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of the patient prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹

The district shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students and parents, when appropriate;

¹ For additional delegation requirements, see OAR [851-047-0030](#).

4. Health care and first-aid assistance that are appropriately supervised and isolate the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by Oregon Health Authority, Public Health Division, and the county health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of federal law, the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination² or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 336.201](#)

[ORS 336.211](#)
[OAR 581-022-2050](#)

[OAR 581-022-2220](#)
[OAR 581-022-2225](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).

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

Cross Reference(s):

JHH - Student Suicide Prevention

² The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

OSBA Model Sample Policy

Code:
Adopted:

JHCA/JHCB

Immunization and School Sports Participation**

{Highly recommended policy.}

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned ~~as directed~~ ~~[to the school office]~~. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 433.235 - 433.280](#)

[OAR 333-050-0010 - 050-0120](#)

[ORS 336.479](#)

[OAR 581-021-0041](#)

[ORS 336.485 - ORS 336.490](#)

[OAR 333-019-0010](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

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 (2024).

⁷ “Health care professional” includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

Jefferson School District 14J

Code: JHCC
Adopted: 12/14/20
Revised/Readopted: 1/11/21

Communicable Diseases - Students

(Recommend delete: the requirement for this policy was found in OAR 581-022-2220, which has since been revised and requirement removed in lieu of a new requirement for a Communicable Disease Plan. Refer to policy GBEB and GBEB-AR.)

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

A student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation JHCC-AR - Communicable Diseases - Students. If the disease is a reportable disease, the administrator will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 431.150 - 431.157](#)

[ORS 433.001 - 433.526](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

[OAR 333-019-1000](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).

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 (2019).

Cross Reference(s):

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Jefferson School District 14J

Code: JHCC-AR
Adopted: 12/14/20
Revised/Readopted: 1/11/21

Communicable Diseases – Student

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to COVID-19¹, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR 333-019-0010), or it has been designated to be a restrictable disease by the local public health administrator after determining that it poses a danger to the public’s health.
2. “Susceptible” for a child means lacking documentation of immunization required under OAR 333-050-0050.
3. “Reportable disease” means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. A student of the district will not attend a district school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19², unless authorized to do so under Oregon law. When an administrator has reason to suspect any child has a restrictable disease, the administrator shall send the student home.
2. An administrator shall exclude a susceptible child from school if the administrator has reason to suspect that the student has been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public’s health. The administrator may request the local health officer to make a determination as allowed by law. If the disease is reportable, the administrator will report the occurrence to the local health department.

¹ Added per OAR 333-019-1000(2).

² “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

3. An administrator shall exclude a student if the administrator has been notified by a local public health administrator or local public health officer that the student has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.
4. A student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - 677.525, a nurse practitioner licensed under ORS 678.375 - 678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.
5. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local public health administrator states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may be removed by a school nurse or health care provider.
6. More stringent exclusion standards for students from school may be adopted by the local health department.
7. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. An administrator shall determine other persons who may be informed of a student's communicable disease when a legitimate educational interest exists or for health and safety reasons in accordance with law.

Education

1. The administrator or designee shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.
2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.

3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student diagnosed with a restrictable disease.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (*See* policy EBBAA).

DELETE

Jefferson School District 14J

Code: JHCCA
Adopted: 11/04/13
Revised/Readopted: 12/14/20
Orig. Code: JHCCA

Students - HIV, HBV and AIDS**

(Recommend delete: the requirement for this policy was found in OAR 581-022-2220, which has since been revised in lieu of a new requirement for a Communicable Disease Plan.)

The district will adhere strictly in policies and procedures to the Oregon Revised Statutes and the Oregon Administrative Rules as they relate to a student infected with HIV or HBV or diagnosed with AIDS¹.

The district recognizes a parent (student) has no obligation to inform the district of an HIV, HBV or AIDS condition, and that the student has a right to attend school. If the district is informed of such a student, written guidelines shall be requested of the parent (student). These guidelines shall include who may have the information, who will give the information, how the information will be given and where and when the information will be given.

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

Notification of alternative education programs shall be made to the parent or eligible student, if an HIV, HBV or AIDS student withdraws from school.

END OF POLICY

Legal Reference(s):

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 332.061](#)
[ORS 336.187](#)
[ORS 336.615 to -336.665](#)

[ORS 339.030](#)
[ORS 339.250](#)
[ORS 433.008](#)
[ORS 433.045](#)
[OAR 333-018-0000](#)

[OAR 333-018-0005](#)
[OAR 581-022-2060](#)
[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

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

Jefferson School District 14J

Code: JHCCF
Adopted: 4/10/17
Revised/Readopted: 12/14/20
Orig. Code: JHCCF

Pediculosis (Head Lice)

The Board recognizes that district programs should be conducted in a manner that protects and enhances student and employee health and is consistent with recognized health practices. Consequently, in order to prevent the spread of pediculosis (head lice) in the school setting, district staff shall institute guidelines for classrooms that will assist in the prevention of and the spread of head lice. A student with a suspected cases of lice shall be referred to the school nurse or administrator for an assessment. A student found with live lice or nits (lice eggs) will be excluded from school attendance. The district recognizes that the Oregon Health Authority, Public Health Division, no longer requires exclusion of a student for the presence of nits and allows the discretion of the district. A student excluded from school will be readmitted after an assessment by designated personnel to confirm no live lice or nits are present, and may be subject to period checks.

Successful treatment of head lice requires a coordinated approach that may involve the use of anti-lice products, combing and implementation of preventative measures recommended by health authorities. Treatment information will be provided by the district to parents of students found to have contracted head lice. It is the district's intent to encourage elimination of the current infestation and to prevent a repeat episode.

The superintendent will develop administrative regulations, as necessary, to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 433.255](#)
[ORS 433.260](#)

[OAR 333-019-0010](#)
[OAR 437-002-0360](#)

[OAR 581-022-2220](#)

Jefferson School District 14J

Code: JHCCF
Adopted: 4/10/17
Revised/Readopted: 12/14/20
Orig. Code: JHCCF

Pediculosis (Head Lice)

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and may provide information on treatment. The student will be allowed to remain in school.

{Suggested school measures for head lice provided in and issued by the Oregon Department of Education and Oregon Health Authority will be consulted.}

~~The Board recognizes that district programs should be conducted in a manner that protects and enhances student and employee health and is consistent with recognized health practices. Consequently, in order to prevent the spread of pediculosis (head lice) in the school setting, district staff shall institute guidelines for classrooms that will assist in the prevention of and the spread of head lice. A student with a suspected case of lice shall be referred to the school nurse or administrator for an assessment. A student found with live lice or nits (lice eggs) will be excluded from school attendance. The district recognizes that the Oregon Health Authority, Public Health Division, no longer requires exclusion of a student for the presence of nits and allows the discretion of the district. A student excluded from school will be readmitted after an assessment by designated personnel to confirm no live lice or nits are present, and may be subject to period checks.~~

~~Successful treatment of head lice requires a coordinated approach and may involve the use of anti-lice products, combing and implementation of preventative measures recommended by health authorities. Treatment information will be provided by the district to parents of students found to have contracted head lice. It is the district's intent to encourage elimination of the current infestation and to prevent a repeat episode.~~

~~The superintendent will develop administrative regulations, as necessary, to implement this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Jefferson School District 14J

Code: JHCCF-AR
Revised/Reviewed: 5/08/17; 12/14/20
Orig. Code: JHCCF-AR

Pediculosis (Head Lice)

(Delete. OSBA no longer recommends and AR to accompany JHCCF.)

A student found to have contracted head lice will be subject to the following procedures:

1. Suggested school measures for head lice control, as provided in *Communicable Disease*¹ issued through the Oregon Department of Education;
2. Periodic head lice checks of students are not recommended; however, screening recommendations are as follows:
 - a. Criteria for screening an individual for lice are:
 - (1) Persistent itching or scratching;
 - (2) Known exposure to sibling or other close contact with head lice (e.g., seat mate in classroom, locker partners, overnight sleep activities, scouts, etc.); or
 - (3) Self (student or parent) referral.
3. Students found to have contracted head lice will be excluded from school (Oregon Administrative Rule (OAR) 333-019-0010);
4. Treatment information, district policy requirements and readmittance provisions will be provided to the parent. A parent will be advised to:
 - a. Use a lice-killing agent that a health care provider, school nurse or local health authority has recommended on all family members who have symptoms of infestation;
 - b. Follow the personal and household cleaning instructions provided by the district, health care provider or local health authority, as appropriate; and
 - c. Remove all nits after treatment.
5. Following treatment, the student may be readmitted to school. A parent must either accompany their student to school for readmittance;
6. The student will be subject to screening by designated personnel to determine the treatment's effectiveness. The student will be readmitted to school or denied admittance, as appropriate. The absence of live lice or nits is required for readmittance;
7. A student who has been readmitted to school will be subject to follow-up screening by designated personnel;

¹ <http://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf>

8. The parent should contact their local health department in the event additional assistance and/or information is needed regarding the treatment of the student, other family members, close contacts and the home environment (e.g., bedding, linens, grooming equipment, etc.);
9. A student with chronic head lice may be referred for follow-up to the school's nurse or local health department, as appropriate;
10. A parent who identifies head lice on their student(s) at home should complete treatment prior to the readmission of their student, as required above. A parent is also encouraged to notify the school of their student's condition so that appropriate preventative measures may be implemented at school.

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Jefferson School District 14J

Code: JHFE/GBNAB
Adopted: 12/14/20
Revised/Readopted: 4/11/22
Orig. Code(s): 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 system² ~~or its designee~~ or to ~~at~~ 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 designate a licensed 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 principal 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-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-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.

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. 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 a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

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

GCAB - Personal Electronic Devices and Social Media - Staff

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

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

Jefferson School District 14J

Code: JHFE/GBNAB-AR(1)
Adopted: 12/14/20
Revised/Readopted: 4/11/22
Orig. Code(s): 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 system² 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 ~~a~~ 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 principal 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 shall prohibit the contractor, agent or volunteer from providing services to the district. 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;~~
- ~~c. 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. 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.

Jefferson School District 14J

Code: **JHFE/GBNAB-AR(2)**
Revised/Reviewed: 4/09/18; 1/14/19; 12/14/20;
4/11/22
Orig. Code: JHFE-AR(2)

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.

OSBA Model Sample Policy

Code: KBA-AR
Revised/Reviewed:

Public Records Request

{Highly recommended administrative regulation}

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the [district office] at [1328 N. 2nd Street Jefferson, OR 97352] to [{}¹]name-of the superintendent ~~or other designee~~.
2. Upon receipt of a written request, the district shall respond within five business days² acknowledging receipt of the request or completing³ the district's response to the request.

If the district provides an acknowledgment of the request, it must:

- a. Confirm that the district is the custodian of the requested record;
 - b. Inform the requester that the district is not the custodian of the requested record; or
 - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
 - a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
 - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
 4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:

¹ {ORS 192.324(7) requires a public body to include the name of one or more individuals to whom a public records request may be sent, with addresses, in written procedures. If the district does not have other written procedures which includes this required designation besides a KBA-AR, add the required name(s) here per ORS 192.324(7).}

² "Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

³ The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

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- a. The staff or volunteers⁴ necessary to complete a response to the public records request are unavailable;
 - b. Compliance would demonstrably impede the district's ability to perform other necessary services; or
 - c. Of the volume of the public records request being simultaneously processed by the district.

In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

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5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.
 6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be made available in the form the record is maintained.
 7. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
 8. Information will be made available to individuals with disabilities in an accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
 9. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be charged to the requester.

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{⁵} Costs will be as follows:

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- a. Clerical time: \$40 per hour;
 - b. Administrator time: \$90 per hour;
 - c. Attorney time: \$300 per hour;
 - d. Printing: \$0.25 per page.

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⁴ Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

⁵ {ORS 192.324(7) requires the public body to include "the amounts of and the manner of calculating fees that the public body charges for responding to requests of public records." If the district does not have other written procedures which include this required information besides a KBA-AR, add this information here. Dollar amounts should be reviewed to reflect actual district costs.}

Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

P If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

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Jefferson School District 14J

Report on Compliance with Public School Standards

2023-24 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district’s status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Jefferson** School District’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2023-24 school year. For each rule reported as out of compliance, **Jefferson** School District has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2025-26 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	Policy IF – The district has met all of the requirements of this rule.	Not applicable
581-022-2045 Substance Use Prevention and Intervention Plan	In compliance	Policy IGAEB – Jefferson High School students receive annual prevention education, however twice during their high school career, they also receive in-depth	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		instruction in responsible decision making, management of peer pressure, prevention strategies, and making positive health choices.	
581-022-2050 Human Sexuality Education	In compliance	Policy IGAI – Jefferson School District has an age-appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted disease prevention in elementary and secondary schools as an internal part of health education and other subjects.	Not applicable
581-022-2055 Career Education	In compliance	Policy IKF - supports graduation requirements that include career education. Jefferson School District provides robust Career and Technical opportunities. Current Jefferson High School has 2 approved programs of study. We also offer full tuition to The Willamette Career Academy, where students can earn various certifications in 6 programs of study.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2060 Comprehensive School Counseling	In compliance	Policy IJ – Jefferson Elementary, Jefferson Middle and Jefferson High School provide a coordinated comprehensive school counseling program that supports the academic, career, social-emotional and community involvement development of all students. These counseling programs are based on ODE’s framework for comprehensive school counseling programs.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	Jefferson Elementary School students (grades K-5) receive 150 minutes/week of PE instruction.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	Jefferson Middle School students (grades 6-8) receive 231 minutes/week of PE instruction taught by a licensed PE teacher.	Not applicable
581-022-2320 Required Instructional Time	In compliance	Jefferson School District meets and/or exceeds the minimum threshold of required instructional hours per student group.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2500 Programs and Services for TAG Students	In compliance	Jefferson School District has met all of the requirements for this rule. 2023-25 TAG Plan is located on the Jefferson 14J website.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	In compliance	Policy IIA – The district has an instructional materials/program adoption procedure in place.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	Policy IL - All state assessments are given as required. Staff administering assessments are trained annually on proper proctoring procedures.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	Policy IGBAF - The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	Policy IL - The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	Policy IL – The district has an assessment program in place.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	Jefferson School District uses Acadience Reading, which is on the Oregon Department of Education’s approved tests for universal screening for risk factors of dyslexia.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	Policy IGBA – The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	Policy IGBBA – The district has met all of the requirements for this rule. The district TAG plan can be found on the Jefferson 14J website.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	Policy IGBBA – The district has met all of the requirements for this rule. The district TAG plan can be found on the Jefferson 14J website.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	Policy IGBHA – Jefferson School District provides educational options for all students. A list of options can be found within this policy.	Not applicable
581-022-2515 Menstrual Dignity for Students	In compliance	Policy IGAI – The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	Policy IKF – The district has met all of the requirements for this rule. Diplomas are awarded annually to every qualifying senior.	Not applicable
581-022-2005 Veterans Diploma	In compliance	Policy IKF – The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	Policy IKF – The district has met all of the requirements for this rule. Modified diplomas are awarded annually to qualifying seniors, with parent/guardian approval.	Not applicable
581-022-2015 Extended Diploma	In compliance	Policy IKF – The district has met all of the requirements for this rule. Extended diplomas are awarded annually to qualifying seniors, with parent/guardian approval.	Not applicable
581-022-2020 Certificate of Attendance	In compliance	Policy IKF – The district has met all of the requirements for this rule. Alternative certificates are awarded annually to qualifying seniors, with parent/guardian approval.	Not applicable
581-022-2025 Credit Options	In compliance	Policy IKF – Jefferson High School is prepared to offer credit to students	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		who can demonstrate content mastery through course work, a proficiency exam, or mastery through experiences (i.e. work experience).	

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	Policy GBNAB/JHFE – and the associated ARs outline the procedures and processes of reporting child abuse in the Jefferson School District. The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	Policy JHC – The district, with support from the WESD, has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	Policy JB, Policy JBA/GBN, Policy JFCF and the associated ARs, supports Equal Opportunities for all students and prohibits any type of harassment, intimidation, bullying, and cyberbullying. The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2312 Every Student Belongs	In compliance	Policy ACB – The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements of this rule. Jefferson School District has contracted services for transportation. We have a nutrition services director, and a maintenance director who oversees the state of facilities and equipment.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2223 Healthy and Safe Schools Plan	In compliance	HASS Plan is located on the Jefferson 14J website as well as the annual statements and final test results for ODE required tests.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule. Each school and district office have posted an Emergency and Safety Plan. Procedures for reporting accidents are reviewed with staff annually. All students are instructed and have drills on emergency procedures in	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		compliance with Oregon rules, laws and statutes.	
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	This report was filed as required by Jefferson School District's Student Services Director.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	Policy JHH – The district has met all of the requirements for this rule. The Suicide Prevention Plan is posted on the Jefferson 14J website.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	Policy IGAEC – JSD Athletic Director, and all coaches, receive training through NFHS as directed by the OSAA.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	Policy IGDJ – JSD Athletic Director, and all coaches, receive training through NFHS as directed by the OSAA.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	Policy IGDJ – The district has met of all the requirements of this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements of this rule. https://www.jefferson14j.com/plans	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements of this rule. https://www.ode.state.or.us/data/ReportCard/Reports/Index?id=2140	Not applicable
581-022-2260 Records and Reports	In compliance	Policy IGDG Student Activity FundsPolicy EH Records and Data Management The district has met all of the requirements of this rule.	Not applicable
581-022-2265 Report on PE Data	Out of compliance	The report to ODE on PE minutes, physical capacity and facilities was due on June 7, 2024, and was not reported. The Jefferson School District is not in compliance with this rule.	ODE has been contacted in order to determine how to report this information.
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	Policy KL – The district has met all of the requirements of this rule. The complaint process is available on the Jefferson 14J website.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	Policy GCA – The district has met all of the requirements of this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	All personnel policies are located on the Jefferson School District website in Section G.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	Jefferson School District’s evaluation processes for teachers and principals are aligned to the requirements in the Oregon Framework for Teacher Evaluation and Support.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	Policy GCDA/GDDA – The district has met all of the requirements of this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

**2024-2025 Jefferson School District
Superintendent Evaluation
Proposed Process & Timeline**

Date	Activity
Aug. 29th	Pre-evaluation <ul style="list-style-type: none"> Board and superintendent will receive overview of superintendent evaluation criteria, process, and timeline.
Sept. 23rd	Public Meeting <ul style="list-style-type: none"> Board approves/adopt evaluation criteria, process, and timeline, ensuring the superintendent's contract and district policy for any applicable deadlines.
Oct.	Check- in Meeting <ul style="list-style-type: none"> Board approves/adopt evaluation timeline, ensuring the superintendent's contract and district policy for any applicable deadlines. Board meets with COSA to establish evaluation questions format. Board and superintendent meet to discuss progress of criteria established for evaluation, share concerns, feedback and establish if further guidance and or corrections are needed.
Nov.	Work Session <ul style="list-style-type: none"> To develop questions for community town hall. Set a date and time for the town hall in January.
Jan.	Check- in Meeting <ul style="list-style-type: none"> Board and superintendent meet to discuss progress of criteria established for evaluation, share concerns, feedback and establish if further guidance and or corrections are needed. Board holds a town hall to include stakeholders in the evaluation process.
Feb.	Executive Session* <ul style="list-style-type: none"> Superintendent self-evaluation and artifacts presented. Superintendent exits executive session. Individual board member standard/ratings completed. Board members discuss superintendent's performance standards and goals (if applicable), reaching consensus on ratings. Board chair informs board that the draft summative evaluation report will be shared with the superintendent and closes executive session.
March	Executive Session* - Evaluation Results Discussion <ul style="list-style-type: none"> Board meets with the superintendent to review the evaluation results. Superintendent exits executive session. Board discusses evaluation further, if needed. Board exits executive session and opens public meeting to approve final summative evaluation report; reads public evaluation summary A copy of the adopted summative evaluation report is placed in the superintendent's personnel file.
April	Pre-Evaluation <ul style="list-style-type: none"> The board and superintendent discuss the process, including superintendent goal setting for the next evaluation cycle.

**Evaluation meetings may be held in executive session unless otherwise requested by the superintendent to be done in open session ORS 192.660(2)(i). This adopted process and timeline shall serve as notice to the superintendent of the pending stated executive sessions within this document.*

EXAMPLE QUESTIONS ASKED BY BOARD MEMBERS OF A BUSINESS MANAGER DURING A FINANCIAL REVIEW SESSION

- 1) Are the books balanced and reconciled?
- 2) Are all cash and investment accounts reconciled to the general ledger?
- 3) Does the adopted budget reflect expected expenditures?
- 4) Have payroll reports been filed and have all payroll liabilities been paid timely?
- 5) Have all federal and state reimbursement requests as well as required financial reporting forms been filed timely?
- 6) Are there any suspected cases of fraud that we need to be aware of?
- 7) Are there any suspected changes to the internal control system?
- 8) Have there been any significant changes to the internal control system?
- 9) Is the business office adequately staffed to allow for proper segregation of duties?
- 10) Have there been any changes to the accounting system or accounting policies that are significant?
- 11) Has the accounting software and related IT systems been subject to review by an IT professional to ensure seamless backup in the event of a malware, ransomware, or other compromise of computer security?
- 12) Are there any other financial-related matters we should be aware of?
- 13) Are there any new pronouncements on the horizon that may require additional staff time or disbursement of funds to properly implement?
- 14) Are all financial statements that have been provided to the Board accurate and complete to the best of your knowledge?
- 15) Have you been asked by the Superintendent to do anything that makes you uncomfortable or to present any information you feel is inaccurate?

Jefferson School District 14J

Approval of Bills Report

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - General Fund			
48098	A & B Septic Service	Other General Professional and Technological Servi	\$445.00
48107	A&E Security	Basic Monitoring - District Wide	\$545.25
48100	AASPA	Membership Renewal	\$175.00
0	Amazon Capital Services, Inc	Supplies/English https://www.amazon.com/Headphone-Adhesive-Headset-General-Headphones/dp/B0BHSV4PRW/ref=sr_1_2?crd=1V69FP95827ZM&dib=eyJ2ljojMSJ9.4FLrZPsdOAgfFr2tLoepohSx8NE7L1vU2dN4r5VLGHUIKg_X_DEyYRcWCj9C1Z4kqWXDBX5BYlcRW5lQjcY5uUgTJWXGwfQd0EDuhKqI0ur9N7sBGLBDHDI5QcC09TCQZnFvH8kAD1CKN7CJv_cfzY_6B7S25OTa9R2eFBb1GT8Mooz_H6CSwkqY2p3ftv40kZZDYCaB0KpWhLrXQcWk637R0jbrJN391cJt0Rae0aic_k2tYpJea0bglK1qevMNSr9agCTGUwhfR_bVxUbGQWNv98KmAjyJp66-8Y8t7tQ.IKpfY4GVdr5ZZtrsXeS2LA1JGBDotjAaqkyTj4OzTG8&dib_tag=se&keywords=headphone+hanger+10+count&qid=1724428042&srefix=headphone+hanger+10+cou%2Caps%2C177&sr=8-2	\$89.19
0	Amazon Capital Services, Inc	Supplies/English https://www.amazon.com/dp/B09XXJ4CXM/?_encoding=UTF8&pd_rd_i=B09XXJ4CXM&ref_=sbv_store_search&qid=1724426850&pd_rd_w=yFL4M&content-id=amzn1.sym.638234f9-9c75-460f-918c-7017e7d6a407%3Aamzn1.sym.638234f9-9c75-460f-918c-7017e7d6a407&pf_rd_p=638234f9-9c75-460f-918c-7017e7d6a407&pf_rd_r=DJK9HDA8SQW6SC49DM41&pd_rd_wg=AHpdp&pd_rd_r=cdb71a0d-525e-415d-8e4f-ce06896931fa&pd_rd_plhdr=t&th=1	\$89.19
0	Amazon Capital Services, Inc	Yearbook Supplies	\$39.99
0	Amazon Capital Services, Inc	Supplies/Gen Class	\$75.00
0	Amazon Capital Services, Inc	General School Needs	\$53.96
0	Amazon Capital Services, Inc	High Paper Supplies/envelopes	\$198.16
0	Amazon Capital Services, Inc	Custodial Supplies	\$259.00
0	Amazon Capital Services, Inc	Printer ink for JES, JMS, &JHS	\$279.96
0	Amazon Capital Services, Inc	Office/Classroom supplies	\$17.96
0	Amazon Capital Services, Inc	General School Needs	\$219.95
0	Amazon Capital Services, Inc	Pack of 12 Sketchbooks	\$119.96
0	Amazon Capital Services, Inc	Pack of Permanent Fineliner Pens	\$2.00

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - General Fund			
0	Amazon Capital Services, Inc	Box of 150 pencils	\$16.17
0	Amazon Capital Services, Inc	12 Pack of Sharpies	\$14.26
0	Amazon Capital Services, Inc	Watercolors Set Refill (Pack of 3)	\$74.96
0	Amazon Capital Services, Inc	Watercolor box set with brush	\$40.08
0	Amazon Capital Services, Inc	Supplies/Gen Class	\$87.94
0	Amazon Capital Services, Inc	Office/Classroom supplies	\$30.42
0	Amazon Capital Services, Inc	Custodial Supplies	\$6.99
0	Amazon Capital Services, Inc	Custodial Supplies	\$89.99
0	Amazon Capital Services, Inc	Office/Classroom supplies	\$35.99
0	Amazon Capital Services, Inc	Office/Classroom supplies	\$94.40
0	Amazon Capital Services, Inc	Open PO for office supplies & supplies for meetings for the school year	\$260.31
0	Amazon Capital Services, Inc	Custodial Supplies	\$39.99
0	Amazon Capital Services, Inc	Custodial Supplies	\$50.00
0	Amazon Capital Services, Inc	Supplies for DO	\$68.46
0	Amazon Capital Services, Inc	Supplies/Science	\$25.99
0	Amazon Capital Services, Inc	Supplies/Science	\$13.67
0	Amazon Capital Services, Inc	Supplies/Gen Class - Purchase supplies for JES for the 24/25 school year	\$29.16
0	Amazon Capital Services, Inc	Open PO for supplies	\$50.00
0	Amazon Capital Services, Inc	Supplies/Gen Class	\$45.99
0	Amazon Capital Services, Inc	Supplies/Science	\$128.13
0	Amazon Capital Services, Inc	Supplies/Science	\$35.00
0	Amazon Capital Services, Inc	Supplies/Science	\$80.99
0	Amazon Capital Services, Inc	Supplies/Science	\$20.99
0	Amazon Capital Services, Inc	Office/Classroom supplies	\$24.04
0	Amazon Capital Services, Inc	Open PO for supplies	\$37.94
0	Amazon Capital Services, Inc	Supplies for DO	\$299.99

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - General Fund			
0	Amazon Capital Services, Inc	Open PO for office supplies & supplies for meetings for the school year	\$28.84
0	Amazon Capital Services, Inc	Supplies	\$63.73
0	Amazon Capital Services, Inc	General School Needs	\$17.74
0	Amazon Capital Services, Inc	Custodial Supplies	\$98.92
0	Amazon Capital Services, Inc	High Paper Supplies/envelopes	\$284.94
48165	Benton Electric, Inc.	HS/Repairs & Maintenance Services	\$420.00
48095	Brass Plumbing, Inc.	HS/Repairs & Maintenance Services	\$491.96
0	Broadhurst, Sara L	Supplies/Counseling	\$35.00
48159	Canon Financial Services	Contact for delivery: Barbi Hemmer 541-327-3337 x1048. Contact for training and meter: Jen Wollersheim 541-327-3337 x1051. 60 month FMV - District Wide Printing (cost is for Jan -June 2022-2023)	\$3,417.33
48111	Cardmember Services	Fax subscription	\$419.99
48111	Cardmember Services	Parts and supplies for repairs	\$436.46
48111	Cardmember Services	PRSA Renewal	\$422.00
48111	Cardmember Services	Hotel stay for OSPA Summer Conference	\$392.08
48111	Cardmember Services	2024-2025 Required Postings	\$216.00
48111	Cardmember Services	OSPA Summer Retreat July 28-30, 2024 Hotel for conference.	\$542.88
48111	Cardmember Services	Mid Paper Supplies/envelopes	\$165.19
48111	Cardmember Services	Custodial Supplies	\$17.98
48111	Cardmember Services	AC Unit for boardroom	\$599.00
48166	Century Link	Voice Over IP portion for phone service - remaining on Century Link	\$488.94
48166	Century Link	Voice Over IP portion for phone service - remaining on Century Link	\$34.49
48113	City Of Jefferson	Water and Sewer Elementary School	\$362.74
48113	City Of Jefferson	Water and Sewer Middle School	\$1,301.83
48113	City Of Jefferson	Water and Sewer High School	\$1,301.83
48138	Express Services, Inc	Temporary Custodial Services - Lidia Martinez & Alicia Smith	\$838.72

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - General Fund			
48138	Express Services, Inc	Temporary Custodial Services - Lidia Martinez & Alicia Smith	\$838.72
48180	Express Services, Inc	Open PO for any future Custodial needs	\$419.36
0	First Student, Inc.	Home to School	\$34,226.71
0	First Student, Inc.	Transportation Special Ed	\$2,400.80
48127	Garrett Hemann Robertson P.C.	Legal Services Sped	\$1,621.00
48168	Garten Services Inc.	Confidential Shred Service	\$315.00
48114	Government Ethics Commission	Annual billing for Oregon Government Ethics Commissions - Based on Senate Bill 10	\$1,323.95
0	Hemmer, Barbara L	Mileage out of town for the year	\$30.82
48162	Hollmeyer HVAC Inc.	MS/Repairs & Maintenance Services	\$3,177.54
48169	Hollmeyer HVAC Inc.	MS/Repairs & Maintenance Services	\$1,632.85
48181	Hollmeyer HVAC Inc.	HS/Repairs & Maintenance Services	\$259.00
48115	Home Depot Credit Services	Maintenance Supplies	\$587.71
48128	Integrated Register Systems, Inc.	Annual Credit card transactions billing for Live	\$17.20
48171	J.W.Pepper & Son Inc.	Supplies/Band/Choir - Choir Sheet music	\$82.59
48101	Liden Technologies LLC- Help Counter	Annual licenses for JES/JMS/JHS. Volunteer background check program.	\$450.00
48173	NW Natural Gas	DO-Old MS / Oil and Gas	\$37.70
48173	NW Natural Gas	ES Oil and Gas	\$68.25
48173	NW Natural Gas	MS Oil and Gas	\$132.02
48173	NW Natural Gas	HS Oil and Gas	\$66.95
48139	Office Depot	Elem Paper Supplies/envelopes - To order paper supplies for the 24/25 school year	\$1,094.93
48174	Oregon Small School Assn	Oregon Small Schools Association membership	\$846.00
48117	OSBA Legal Assistance Trust	LAT District Member Dues	\$400.00
48118	Pace	Add insurance for John Deere Utility	\$502.00
48103	Pacific Power	DO Electricity	\$1,855.08
48103	Pacific Power	ES Electricity	\$2,977.53
48103	Pacific Power	HS Electricity	\$3,385.28

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - General Fund			
48119	Pacific Power	MS Electricity	\$1,640.17
48104	Pacific Sanitation	ES Garbage	\$369.95
48104	Pacific Sanitation	MS Garbage	\$575.00
48104	Pacific Sanitation	HS Garbage	\$546.38
48141	Pfeifer Roofing, Inc.	OTHER CONTRACTED SERVICES	\$968.00
48175	Purchase Power	District Wide Postage	\$502.25
48143	Savvas Learning Company	15 Earth Science consumable books, 6th grade	\$686.70
48144	Sierra Springs	Water and Cooler Rental District Office Wide	\$34.96
48097	Top Tier Tree Care LLC	Repairs and Maintenance District Wide	\$1,650.00
48106	Truax Corporation	Dist Vehicles Pupil Trans	\$74.03
48106	Truax Corporation	Maint Vehicles Fuel	\$16.32
48106	Truax Corporation	Grounds - Fuel	\$161.54
48184	Truett, Hattie M	Mllege out of town for the year	\$35.51
48164	Verizon Wireless	JHS Principal Cell	\$37.74
48164	Verizon Wireless	JHS - Office/Medical Cell	\$37.74
48164	Verizon Wireless	JMS Principal Cell	\$37.74
48164	Verizon Wireless	Superintendent Cell Phone	\$37.74
48164	Verizon Wireless	Tech Cell Phone	\$37.74
48164	Verizon Wireless	SPED Cell Phone	\$37.74
48164	Verizon Wireless	JES Principal Cell Phone	\$37.74
48146	Walter E Nelson	Equipment	\$6,466.67
48179	Walter E Nelson	Equipment	\$3,877.50
48124	Wilbur Ellis LLC	Grounds Supplies	\$65.64
48147	WORKS International, Inc.	Basic Annual Training	\$100.00
Total for 100 - General Fund			\$93,493.80
222 - Title IV Safe Drug Free Schools			
0	Amazon Capital Services, Inc	First aid supplies	\$136.05

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
222 - Title IV Safe Drug Free Schools			
0	Amazon Capital Services, Inc	First aid supplies	\$136.05
0	Amazon Capital Services, Inc	First aid supplies	\$140.18
Total for 222 - Title IV Safe Drug Free Schools			\$412.28
226 - Title 1A			
48172	Learning A to Z	Elementary Textbooks - Learning A-Z to be used for the 24/25 school year	\$2,295.00
48176	Scholastic Inc	Elementary Textbooks- Purchasing Scholastic News for K-% classes for the 24/25 school year	\$1,976.68
Total for 226 - Title 1A			\$4,271.68
229 - Textbooks			
0	Amazon Capital Services, Inc	HS Textbooks/Algebra text	\$143.13
Total for 229 - Textbooks			\$143.13
236 - Summer Learning			
48111	Cardmember Services	Summer School Supplies JES/JMS/JHS - Request Citi Card, but used the Umpqua Card. Moved the approved expenditure from Citi PO to cover this cost.	\$1,314.97
48111	Cardmember Services	Summer School Supplies JES/JMS/JHS - Request Citi Card, but used the Umpqua Card. Moved the approved expenditure from Citi PO to cover this cost.	\$1,314.97
48111	Cardmember Services	Summer School Supplies JES/JMS/JHS - Request Citi Card, but used the Umpqua Card. Moved the approved expenditure from Citi PO to cover this cost.	\$1,354.82
48111	Cardmember Services	Summer School Supplies JES/JMS/JHS - Request Citi Card, but used the Umpqua Card. Moved the approved expenditure from Citi PO to cover this cost.	\$243.87
48111	Cardmember Services	Summer School Supplies JES/JMS/JHS - Request Citi Card, but used the Umpqua Card. Moved the approved expenditure from Citi PO to cover this cost.	\$243.87
48111	Cardmember Services	Summer School Supplies JES/JMS/JHS - Request Citi Card, but used the Umpqua Card. Moved the approved expenditure from Citi PO to cover this cost.	\$251.26
48111	Cardmember Services	Consumable Supplies and Materials	\$40.00
48111	Cardmember Services	Consumable Supplies and Materials	\$135.00

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Fiscal Year: 2024-2025

Criteria: From Check Date: 09/01/2024 To: 09/30/2024 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 999 Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
236 - Summer Learning			
48111	Cardmember Services	Summer School Supplies JES/JMS/JHS - Request Citi Card, but used the Umpqua Card. Moved the approved expenditure from Citi PO to cover this cost.	\$57.75
48111	Cardmember Services	Summer School Supplies JES/JMS/JHS - Request Citi Card, but used the Umpqua Card. Moved the approved expenditure from Citi PO to cover this cost.	\$57.75
48111	Cardmember Services	Summer School Supplies JES/JMS/JHS - Request Citi Card, but used the Umpqua Card. Moved the approved expenditure from Citi PO to cover this cost.	\$59.50
Total for 236 - Summer Learning			\$5,073.76
250 - Child Nutrition Programs			
0	Amazon Capital Services, Inc	Supplies/Management	\$91.68
0	Amazon Capital Services, Inc	Supplies/Management	\$11.99
0	Amazon Capital Services, Inc	Supplies/Management	\$87.96
0	Amazon Capital Services, Inc	Supplies/Management	\$49.00
48109	Bargreen Ellingson	Supplies	\$34.06
48126	Franz Bakery	Food Bread Products	\$286.20
48161	Franz Bakery	Food Bread Products	\$246.33
48167	Franz Bakery	Food Bread Products	\$260.88
48182	Lee, Lindsey	Lunch Reimbursements	\$171.35
48129	Meal Time	Other-Professional MT JES meal cards	\$114.49
48096	Sysco	Food Sysco	\$4,170.26
48105	Sysco	Food Sysco	\$5,207.59
48133	Sysco	Food Sysco	\$3,113.27
48163	Sysco	Food Sysco	\$3,936.96
48177	Sysco	Food Sysco	\$1,681.70
48183	Sysco	Food Sysco	\$5,262.85
48134	Umpqua Dairy Products Co.	Food Milk and milk products	\$894.06
48178	Umpqua Dairy Products Co.	Food Milk and milk products	\$905.58
48185	Umpqua Dairy Products Co.	Food Milk and milk products	\$588.95

Jefferson School District 14J

Approval of Bills Report

Fiscal Year: 2024-2025

Criteria: From Check Date: 09/01/2024 To: 09/30/2024 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 999 Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
Total for 250 - Child Nutrition Programs			\$27,115.16
252 - Student Success Act			
48123	Verizon Wireless	Hotspots for Pathways students as needed	\$60.08
48145	Verizon Wireless	Hotspots for Pathways students as needed	\$45.06
Total for 252 - Student Success Act			\$105.14
255 - Co-Curricular Fund			
48108	Armorzone Athletic LLC	Repairs/Equipment	\$1,560.00
48125	Best Pots	Repairs/Equipment	\$194.77
48125	Best Pots	Supplies/Materials	\$485.00
48158	BSN Sports	Supplies/Materials	\$721.04
48111	Cardmember Services	Dues & Fees	\$135.20
0	First Student, Inc.	Nonreim Trans HS Athletics	\$332.92
48170	HUDL	Dues & Fees	\$1,875.00
48140	On Track	Supplies/Materials	\$336.00
48130	Petty Cash - Jeri Blomberg	Supplies/Materials	\$100.00
48131	Salem Academy	Referees/Officials	\$300.00
Total for 255 - Co-Curricular Fund			\$6,039.93
264 - School Based Health and Recourse Center			
0	Amazon Capital Services, Inc	Supplies for the School Based Health and Resource Center.	\$23.53
0	Amazon Capital Services, Inc	Supplies for the School Based Health and Resource Center.	\$43.95
Total for 264 - School Based Health and Recourse Center			\$67.48
272 - Middle School ASB			
48111	Cardmember Services	Supplies/Music	\$1,495.95
0	Mendez, Brooke A	MS Parent Teacher Committee Supplies	\$121.77
48132	Salem Keizer Schools	Pottery Supplies	\$355.61
48142	Salem Keizer Schools	Pottery supplies	\$495.09

Jefferson School District 14J

Approval of Bills Report

Fiscal Year: 2024-2025

Criteria: From Check Date: 09/01/2024 To: 09/30/2024 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 999

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
272 - Middle School ASB			
48142	Salem Keizer Schools	Pottery Supplies	\$71.12
Total for 272 - Middle School ASB			\$2,539.54
273 - High School ASB			
0	Amazon Capital Services, Inc	HS/LIBRARY- Barcode Scanner	\$31.51
0	Amazon Capital Services, Inc	HS/LIBRARY - Wall command hooks	\$11.00
0	Amazon Capital Services, Inc	HS/LIBRARY - Graphic Novel	\$21.00
0	Amazon Capital Services, Inc	HS/LIBRARY - Chapter Book	\$10.00
0	Amazon Capital Services, Inc	HS/ASB /homecoming sashes	\$19.99
0	Amazon Capital Services, Inc	HS/ASB/crown	\$9.49
0	Amazon Capital Services, Inc	HS/ASB /crown	\$9.49
48136	Blick Art Materials	HS/ASB \	\$53.65
48160	Capital FFA District	HS/FFA Capital FFA District Leadership Camp Registration and Chapter Dues.	\$710.00
48111	Cardmember Services	HS/Volleyball	\$602.85
48111	Cardmember Services	HS/Rally	\$3,240.00
48170	HUDL	HS/Athletics	\$4,500.00
48170	HUDL	HS/Football	\$425.00
48170	HUDL	HS/Boy's Basketball	\$425.00
48170	HUDL	HS/Baseball	\$425.00
48170	HUDL	HS/Softball	\$425.00
48170	HUDL	HS/Volleyball	\$425.00
48102	Oregon Wire Products	HS/FFA Holiday Wreath Rings	\$144.00
48116	Oregon Wire Products	HS/FFA Holiday wreaths freight	\$25.87
48120	Petty Cash - Jeri Blomberg	Instruction & Tech Servic	\$50.00
48121	Stayton Sports	HS/Track	\$402.00
48121	Stayton Sports	HS/Volleyball	\$300.00
48122	Stringer, Joyce C	HS/Volleyball	\$462.59

Jefferson School District 14J

Approval of Bills Report

Fiscal Year: 2024-2025

Criteria: From Check Date: 09/01/2024 To: 09/30/2024 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 999 Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
273 - High School ASB			
48122	Stringer, Joyce C	HS/Volleyball	\$112.94
Total for 273 - High School ASB			\$12,841.38
295 - ESSER III			
0	Amazon Capital Services, Inc	Food Delivery-Equip Replacement	\$612.99
0	Amazon Capital Services, Inc	Consumable Supplies and Materials	\$3,586.81
Total for 295 - ESSER III			\$4,199.80
300 - Debt Service Funds			
0	Oregon Department of Energy	SELP Loan Interest	\$498.71
0	Oregon Department of Energy	SELP Loan Principal	\$5,251.29
Total for 300 - Debt Service Funds			\$5,750.00
303 - Demo Loan			
0	Umpqua Bank - Loan Dept	Principal Payment 9/1	\$32,642.34
0	Umpqua Bank - Loan Dept	Interest Payment 9/1	\$5,126.66
Total for 303 - Demo Loan			\$37,769.00
408 - Old Middle School Improvement			
48099	A&E Security	Building Construction	\$24,155.44
48099	A&E Security	Building Construction	\$3,324.98
48110	Benton Electric, Inc.	Building Construction	\$596.99
48135	Benton Electric, Inc.	Building Construction	\$596.99
48135	Benton Electric, Inc.	Building Construction	\$297.00
48112	Certified Systems LLC	Replacement Bell System	\$385.00
48137	Certified Systems LLC	Replacement Bell System	\$20,480.00
48137	Certified Systems LLC	Additional Costs on Bell Repair	\$875.00
48141	Pfeifer Roofing, Inc.	Building Construction	\$20,828.00
Total for 408 - Old Middle School Improvement			\$71,539.40

Jefferson School District 14J

Approval of Bills Report

Fiscal Year: 2024-2025

Criteria: From Check Date: 09/01/2024 To: 09/30/2024 Voucher: ALL
Report Sort: FUND From Fund: 100 To: 999 Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
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Grand Total: \$271,361.48

End of Report

Jefferson School District 14J
 General Fund: Statement of Revenues Budget Vs. Actual
 For the Fiscal Year 2024-2025 As of 09/30/2024

Source	2024-25 Budget	Actual YTD Rev. 9/30/2024	Projected through 6/30/2025	Total Estimated 2024-25	(Over)/Under Budget	2023-24 Budget	Actual* YTD Rev. 6/30/2024
SSF Funding							
1111 Current Year Property Taxes- Marion	2,504,536	-	2,504,536	2,504,536	-	2,380,709	2,526,105
1111 Current Year Property Taxes- Linn	191,874	-	191,874	191,874	-	185,386	189,046
1112 Prior Year's Property Taxes- Marion	65,178	30,559	34,619	65,178	-	62,974	53,705
1112 Prior Year's Property Taxes- Linn	3,970	1,396	2,574	3,970	-	3,662	3,512
1114 Payment in Lieu of Property Taxes- Marion	7,523	170	7,353	7,523	-	7,269	1,698
1114 Payment in Lieu of Property Taxes- Linn	-	-	-	-	-	-	-
2101 County School Funds- Marion	23,000	-	23,000	23,000	-	23,000	5,484
2101 County School Funds- Linn	3,000	-	3,000	3,000	-	3,000	1,647
2199 Other Intermediate Sources	-	-	-	-	-	-	-
2800 Revenue in Lieu of Taxes	-	703	-	703	(703)	7,000	3,375
3101 State School Support Funds	7,650,525	2,497,187	5,153,338	7,650,525	-	7,767,969	7,535,145
3101 SSF May Payback	-	-	-	-	-	-	9,613
3103 Common School Fund- Marion	108,000	51,940	56,060	108,000	-	107,236	51,940
3104 State Timber- Marion	750	-	750	750	-	750	-
3104 State Timber- Linn	250	-	250	250	-	250	-
3150 Small HS Grant	50,000	-	50,000	50,000	-	50,000	39,898
4801 Federal Forest Fees- Marion	-	-	-	-	-	-	-
4801 Federal Forest Fees- Linn	-	-	-	-	-	-	-
Total SSF Funding	10,608,606	2,581,956	8,027,353	10,609,309	(703)	10,599,205	10,421,168
Total SSF Revenue	\$ 10,608,606	\$ 2,581,956	\$ 8,027,353	\$ 10,609,309	\$ (703)	\$ 10,599,205	10,421,168
Non State School Support Formula Sources							
Local Sources							
1510 Earnings on Investments	120,000	18,507	101,493	120,000	-	120,000	101,298
1512 Local Tax Interest	1,000	-	1,000	1,000	-	1,000	717
1910 Rentals	7,000	400	6,600	7,000	-	7,000	1,500
1920 Donations from Private Sources/SB1149	-	-	-	-	-	-	-
1941 Other LEA Services	-	-	-	-	-	-	-
1960 Recovery of Prior Year	-	-	-	-	-	-	-
1980 Indirect from Grants	-	-	-	-	-	-	-
1990 Miscellaneous Local Revenue	15,000	2,184	12,816	15,000	-	18,000	50,563
1991 Medicaid	-	-	-	-	-	-	-
Total Non Formula Local Sources	143,000	21,091	121,909	143,000	-	146,000	154,079
Intermediate Sources							
2900 WESD Transit Funds	-	-	-	-	-	-	-
State/Federal Sources							
3190 High Cost Disability	90,000	-	90,000	90,000	-	64,000	55,377
3199 Unrestricted State Revenue	-	-	-	-	-	-	-
Total State/Federal Sources	90,000	-	90,000	90,000	-	64,000	55,377
Other Sources							
5200 Interfund Transfers	-	-	-	-	-	-	-
5400 Beginning Fund Balance*	575,000	-	575,000	575,000	-	1,200,000	550,564
Total Other Sources	575,000	-	575,000	575,000	-	1,200,000	550,564
Total Non SSF Revenue	\$ 808,000	\$ 21,091	786,909	\$ 808,000	\$ -	\$ 1,410,000	760,019
Total Resources	\$ 11,416,606	\$ 2,603,047	\$ 8,814,262	\$ 11,417,309	\$ (703)	\$ 12,009,205	\$ 11,181,187
				Less Estimated Requirements			Less Estimated Requirements
				\$ (10,436,214)			\$ (10,436,214)
				Estimated Ending Fund Balance			Estimated Ending Fund Balance
				\$ 981,095			\$ 981,095

Jefferson School District 14J
General Fund: Statement of Expenditure Budget Vs. Actual
For the Fiscal Year 2024-2025
As of 9/30/2024

Function	2024-25 Budget	Actual YTD Exp. 9/30/2024	Projected through 6/30/2025	Total Estimated 2024-25	(Over)/ Under Budget	% Committed	2023-24 Budget	Actual YTD Exp. 6/30/2024
Instruction								
1111 Elementary, K-5 or K-6	1,658,088	117,637	1,409,110	1,526,748	131,340	92.08%	1,825,873	1,679,744
1113 Elementary/Extracurricular	5,532	441	4,948	5,390	142	97.43%	4,136	5,284
1121 Middle/Junior High Programs	1,003,159	82,137	937,664	1,019,800	(16,641)	101.66%	1,112,022	1,058,475
1122 Middle/Junior High School Extracurricular	53,041	20,149	36,721	56,871	(3,830)	107.22%	51,356	51,214
1131 High School Programs	1,561,040	132,386	1,367,091	1,499,476	61,564	96.06%	1,660,595	1,510,787
1132 High School Extracurricular	112,826	15,907	93,976	109,882	2,944	97.39%	110,642	113,121
1210 Programs for the Talented and Gifted	5,521	220	3,921	4,141	1,380	75.00%	6,961	4,138
1220 Restrictive Pgms for Students w/Disabilities	605,275	35,174	483,985	519,159	86,116	85.77%	598,700	443,868
1221 Learning Centers	-	-	-	-	-	0.00%	-	-
1227 Early School Year Program	-	11,408	100	11,508	(11,508)	0.00%	9,274	3,890
1229 Other Pgms for Students w/Disabilities	-	100	100	200	(200)	0.00%	-	-
1250 Programs for Students w/Severe Disabilities	713,703	63,977	555,978	619,955	93,748	86.86%	788,855	630,097
1281 Public Alternative Programs	4,000	-	3,000	3,000	1,000	75.00%	4,000	1,997
1283 District Alternative Programs	10,000	-	7,500	7,500	2,500	75.00%	63,344	-
1284 JCA	-	-	-	-	-	0.00%	-	-
1291 English Second Language Programs	260,958	18,148	233,074	251,222	9,736	96.27%	252,374	247,195
Total Instruction	\$ 5,993,143	\$ 497,685	\$ 5,137,167	\$ 5,634,851	\$ 358,292		\$ 6,488,132	\$ 5,749,810
Support Services								
2112 Attendance Services	-	-	-	-	-	0.00%	-	-
2115 Student Safety	3,500	450	2,175	2,625	875	75.00%	3,500	2,244
2122 Counseling Services	237,107	19,031	209,690	228,720	8,387	96.46%	241,411	148,278
2134 Nurse Services	141,062	-	141,062	141,062	-	100.00%	19,774	19,774
2140 Behavior Consultant	-	-	-	-	-	0.00%	-	-
2148 Psychological Services	115,666	-	104,500	104,500	-	90.35%	104,331	104,331
2152 Speech Pathology Services	-	-	-	-	-	0.00%	-	-
2160 Other Student Treatment Services	-	-	-	-	-	0.00%	-	-
2190 Service Directions, Student Support Svcs	116,382	31,449	94,523	125,972	(9,590)	108.24%	110,932	113,467
2213 Curriculum	-	687	-	687	(687)	0.00%	-	-
2219 Improvement of Instruction Services	-	-	-	-	-	0.00%	-	-
2222 Library/Media Center	34,466	1,630	24,635	26,266	8,200	76.21%	24,948	18,801
2223 Multimedia Services	-	-	-	-	-	0.00%	-	-
2230 Assessment and Testing	5,080	-	3,810	3,810	-	75.00%	-	-
2240 Staff Development	20,000	8,651	20,000	28,651	(8,651)	143.26%	36,515	5,241
2310 Board of Education	128,640	30,367	77,896	108,263	20,377	84.16%	129,935	103,172
2320 Executive Administration	201,131	56,072	147,197	203,269	(2,138)	101.06%	200,467	182,828
2410 Office of the Principal Services	998,984	130,445	733,338	863,782	135,202	86.47%	1,112,817	1,011,953
2510 Direction of Business Services	157,031	36,461	111,522	147,984	9,048	94.24%	153,155	146,366
2520 Fiscal Services	164,716	35,705	102,580	138,285	26,431	83.95%	160,420	159,744
2528 Other General Professional and Technological Servi	1,500	300	825	1,125	375	75.00%	1,500	2,068
2540 Operation & Maintenance of Plant Services	154,000	148,461	-	148,461	5,539	96.40%	135,000	139,134
2542 Care and Upkeep of Building Services	877,950	165,166	685,686	850,851	27,099	96.91%	840,550	806,029
2543 Care and Upkeep of Grounds Services	129,454	27,120	75,014	102,134	27,320	78.90%	132,520	116,334
2544 Maintenance	184,978	34,013	104,721	138,734	46,245	75.00%	161,450	155,363
2546 Security Services	10,000	611	5,389	6,000	4,000	60.00%	10,000	2,885
2550 Student Transportation Services	-	-	-	-	-	0.00%	-	-
2552 Vehicle Operation Services	705,500	60,625	703,776	764,401	(58,901)	108.35%	670,000	762,222
2558 Transportation/Special Educationb	105,000	5,442	76,558	82,000	23,000	78.10%	86,000	73,404
2573 Warehouse & Distribution Services	39,800	4,810	25,241	30,051	9,749	75.50%	41,200	25,819
2574 Printing, Publishing and Duplicating Services	45,000	7,721	34,779	42,500	2,500	94.44%	43,000	36,405
2643 Human Resources	68,987	23,730	43,671	67,401	1,586	97.70%	121,530	76,890
2649 Other Staff Services	-	-	-	-	-	0.00%	3,000	157
2662 Technology- Systems Analysis Services	246,682	61,408	123,826	185,234	61,448	75.09%	304,580	258,288
2663 Technology- Programming Services	74,247	600	1,394	1,994	72,253	2.69%	72,000	60,143
Total Support Services	\$ 4,966,863	\$ 890,953	\$ 3,653,809	\$ 4,544,762	\$ 409,665		\$ 4,920,535	\$ 4,531,339
Other Requirements								
5100 Debt Service	-	-	-	-	-	-	-	-
5200 Transfers of Funds	256,600	-	256,600	256,600	-	100.00%	300,538	3,448
6000 Contingency	50,000	-	-	-	50,000	0.00%	100,000	-
7000 Unappropriated Ending Fund Balance	150,000	-	-	-	150,000	0.00%	200,000	-
Total Other Requirements	\$ 456,600	\$ -	\$ 256,600	\$ 256,600	\$ 200,000		\$ 600,538	\$ 3,448
Total Requirements	\$ 11,416,606	\$ 1,388,638	\$ 9,047,576	\$ 10,436,214	\$ 967,956		\$ 12,009,205	\$ 10,284,596

Jefferson School District 14J
Appropriations
For the Fiscal Year 2024-2025
As of 9/30/2024

General Fund (100)	Appropriations	Resolutions	YTD	Encumbrances	Totals	(Over)/Under Budget
1000 Instruction	\$ 5,993,143	\$ -	\$ 497,685	\$ 5,125,165	\$ 5,622,850	\$ 370,293
2000 Support Services	\$ 4,966,863	\$ -	\$ 890,953	\$ 3,642,566	\$ 4,533,519	\$ 433,344
5100 Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5200 Transfers	\$ 256,600	\$ -	\$ -	\$ -	\$ -	\$ 256,600
6000 Contingency	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ 50,000
Sub Total	\$ 11,266,606	\$ -	1,388,638	8,767,731	10,156,369	\$ 1,110,237
Special Revenue Funds						
1000 Instruction	\$ 1,696,928	\$ -	\$ 276,294	\$ 970,139	\$ 1,246,433	\$ 450,495
2000 Support Services	\$ 456,438	\$ -	\$ 60,918	\$ 147,973	\$ 208,890	\$ 247,548
3000 Community Service	\$ 597,938	\$ -	\$ 70,199	\$ 383,896	\$ 454,095	\$ 143,843
Sub Total	\$ 2,751,304	-	407,411	1,502,007	1,909,418	\$ 841,886
ASB Funds						
1000 Instruction	\$ 297,950	\$ -	\$ 27,546	\$ 14,571	\$ 42,116	\$ 255,834
5200 Transfers	\$ 12,500	\$ -	\$ -	\$ -	\$ -	\$ 12,500
Sub Total	\$ 310,450	\$ -	\$ 27,546	\$ 14,571	\$ 42,116	\$ 268,334
Debt Service						
5100 Debt Service	\$ 1,857,944	\$ -	\$ 55,019	\$ 1,803,251	\$ 1,858,270	\$ (326)
6000 Contingency	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Unappropriated	\$ 77,160	\$ -	\$ -	\$ -	\$ -	\$ 77,160
Sub Total	\$ 1,985,104	-	55,019	1,803,251	1,858,270	\$ 76,834
Capital Fund						
2000 Support Services	\$ 41,926	\$ -	\$ -	\$ -	\$ -	\$ 41,926
4000 Facilities Acquisitior	\$ 469,427	\$ -	\$ 74,457	\$ 50,000	\$ 124,457	\$ 344,970
5000 Facilities Acquisitior	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Total	\$ 511,353	-	74,457	50,000	124,457	\$ 386,896
Total Appropriations	\$ 16,824,817	\$ -	\$ 1,953,070	\$ 12,137,560	\$ 14,090,630	\$ 2,684,187
Total Unappropriated	\$ 150,000	-	-	-	-	\$ 150,000
TOTAL	\$ 16,974,817	\$ -	\$ 1,953,070	\$ 12,137,560	\$ 14,090,630	\$ 2,834,187

Jefferson School District Integrated Pest Management Plan

Revised October 2024

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I. INTRODUCTION

Structural and landscape pests can pose significant problems in schools. Pests such as mice and cockroaches can trigger asthma. Mice and rats are vectors of disease. Many children are allergic to yellow jacket stings. The pesticides used to remediate these and other pests can also pose health risks to people, animals, and the environment. These same pesticides may pose special health risks to children due in large part to their still-developing organ systems. Because the health and safety of students and staff is our first priority – and a prerequisite to learning – it is the policy of Jefferson School District 14J to approach pest management with the least possible risk to students and staff. In addition, Senate Bill 637 (incorporated into ORS Chapter 634 upon finalization in 2009) requires all school districts to implement integrated pest management in their schools. For this reason, the Jefferson School District 14J board adopts this integrated pest management plan for use on the campuses of our district.

II. WHAT IS INTEGRATED PEST MANAGEMENT?

Integrated Pest Management, also known as IPM, is a process for achieving long-term, environmentally sound pest suppression through a wide variety of tactics. Control strategies in an IPM program include structural and procedural improvements to reduce the food, water, shelter, and access used by pests. Since IPM focuses on remediation of the fundamental reasons why pests are here, pesticides are rarely used and only when necessary.

IPM Basics

Education and Communication: The foundation for an effective IPM program is education and communication. We need to know what conditions can cause pest problems, why and how to monitor for pests, proper identification, pest behavior and biology before we can begin to manage pests effectively. Communication about pest issues is essential. *A protocol for reporting pests or pest-conducive conditions and a record of what action was taken is the most important part of an effective IPM program.*

Cultural & Sanitation: Knowing how human behavior encourages pests helps you prevent them from becoming a problem. Small changes in cultural or sanitation practices can have significant effects on reducing pest populations. Cleaning under kitchen serving counters, reducing clutter in classrooms, putting dumpsters further from

kitchen door/loading dock, proper irrigation scheduling, and over-seeding of turf areas are all examples of cultural and sanitation practices that can be employed to reduce pests.

Physical & Mechanical: Rodent traps, sticky monitoring traps for insects, door sweeps on external doors, sealing holes under sinks, proper drainage and mulching of landscapes, and keeping vegetation at least 24 inches from buildings are all examples of physical and mechanical control.

Pesticides: IPM focuses on remediation of the fundamental reasons why pests are here; pesticides should be rarely used and only when necessary.



III. WHAT IS AN INTEGRATED PEST MANAGEMENT PLAN?

ORS 634.700 defines an IPM plan as a proactive strategy that:

- (A) Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
 - a) Protect the health and safety of students, staff and faculty;
 - b) Protect the integrity of campus buildings and grounds;
 - c) Maintain a productive learning environment; and
 - d) Protect local ecosystem health;

- (B) Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;

- (C) Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;

- (D) Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
- (E) Evaluates the need for pest control by identifying acceptable pest population density levels;
- (F) Monitors and evaluates the effectiveness of pest control measures;
- (G) Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
- (H) Excludes the application of pesticides for purely aesthetic purposes;
- (I) Includes school staff education about sanitation, monitoring and inspection and about pest control measures;
- (J) Gives preference to the use of nonchemical pest control measures;
- (K) Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
- (L) Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The above definition is the basis for Jefferson School District's IPM plan. This plan fleshes out the required strategy from ORS 634.700 – 634.750 for Jefferson School District 14J.

Note: As mentioned above, ORS 634.700 allows for the routine application of pesticides designed to be consumed by pests. To avoid a proliferation of pests and/or unnecessary applications of pesticides, we will not set out any ant or cockroach baits until first:

- 1) Informing staff in the area where the pests are that sanitation and exclusion are the primary means to control the pest.
- 2) Establishing an acceptable pest population density
- 3) Cleaning up any food debris in the area.
- 4) Sealing up any cracks or crevices where we know the pests are coming from.
- 5) Setting out sticky insect monitoring traps in the area using the sticky insect monitoring trap protocol.

IV. SCHOOL DISTRICT IPM PLAN COORDINATOR

The **Jefferson School District Board** designates Chris Rosanbalm and Richard Crane as the IPM Plan Coordinators. The Coordinators are key to successful IPM implementation in Jefferson School District, and is given the authority for overall implementation and evaluation of this plan. The Coordinators are responsible for:

A. Attending not less than six hours of IPM training each year

The training will include a general review of IPM principles and the requirements of ORS 634.700 – 634.750. It will also include hands-on training on updated exclusion practices, monitoring & inspection techniques, and management strategies for common pests.

Note: ORS 634.720 requires IPM plan coordinators to complete six hours of training each year. Contact your property and liability insurance provider, your Education Service District, or the OSU School IPM Program for information on IPM coordinator training courses that cover the above.

B. Conducting outreach to the school community (custodians, maintenance, construction, grounds, faculty, and kitchen staff) about the school's IPM plan; The IPM Coordinator (or designee) will provide training as outlined in Section V below.

C. Overseeing pest prevention efforts;

The Coordinator will work with administration, custodian/maintenance, teachers and staff to reduce clutter and food in the classrooms, and seal up pest entry points.

D. Assuring that the decision-making process for implementing IPM in the district (section VI) is followed;

The Coordinator will continually assess and improve the pest monitoring/reporting/action protocol.

E. Assuring that all notification, posting, and record-keeping requirements in section VII are met when the decision to make a pesticide application is made;

F. Maintaining the approved pesticides list as per section VIII;

G. Responding to inquiries and complaints about noncompliance with the plan; Responses to inquiries and complaints will be in writing and kept on record with the Coordinator.

H. Placing and checking sticky insect monitoring traps around facility;

I. Keeping records of pest complaints using pest logs located in Maintenance Office.

J. Developing protocols and provisions for pest avoidance and prevention during construction and renovation projects. The Coordinator will be involved in drafting any bids, and will have the authority to halt construction projects if protocols and provisions for pest avoidance and prevention are not being met.

V. RESPONSIBILITIES + TRAINING/EDUCATION of SCHOOL EMPLOYEES

Note: ORS 634.700 (3) (i) requires staff education “about sanitation, monitoring and inspection and about pest control measures”. All staff should have at least a general review of IPM principles and strategy as outlined in Sections II and III.

A. IPM Plan Coordinator

- 1. Training (see section IV above)**
- 2. Responsibilities (see section IV above)**

B. Custodial / Maintenance Staff

1. Training/Education

Custodial - The IPM Plan Coordinator (or a designee of the Coordinator) will train custodial staff at least annually on sanitation, monitoring, inspection, and reporting, and their responsibilities as outlined below.

Maintenance - The IPM Plan Coordinator (or a designee of the Coordinator) will train maintenance staff at least annually on identifying pest-conducive conditions and mechanical control methods (such as door sweeps on external doors and sealing holes under sinks), and their responsibilities as outlined below.

2. Responsibilities

- 1) Attending annual IPM training provided by the IPM Coordinator (or designee).
- 2) Continually monitoring for pest-conducive conditions during daily work, and sealing small holes and cracks when noticed (if this can be done in a short amount of time)
- 3) Reporting pest problems and pest-conducive conditions that he/she cannot resolve in a short amount of time to the IPM Coordinator.
- 4) Reporting teachers to IPM Coordinator who repeatedly refuse to or need assistance to reduce clutter and other pest-conducive conditions in their classrooms.
- 5) Confiscating - reporting any unapproved pesticides (such as aerosol spray cans) discovered in their regular duties or during an inspection and delivering them – reporting them to the IPM Coordinator.
- 6) Assisting IPM Coordinator with resolving issues found in annual inspection report.
- 7) Working with the IPM Coordinator to develop a protocol and priority list with deadlines for sealing holes, installing external door sweeps, and other pest exclusion needs which cannot be done in a short period of time.

C. Grounds Department

1. Training/Education

The head of grounds staff (or designee) will train grounds staff at least once per year. Each year before the training, the head of grounds staff will meet with the IPM

Coordinator to review the annual report of pesticide applications and plan training for all grounds staff. The annual training will review this IPM Plan (especially grounds department responsibilities outlined below) and data from the annual report related to pesticide applications by grounds crew. It will also review the OSU turf management

publications EC 1521, EC 1278, EC 1550, EC 1638-E, and PNW 299 (available free online at <http://extension.oregonstate.edu/catalog/>). Grounds staff will also be trained in basic monitoring for common pests on grounds.

2. Responsibilities

Grounds crews are responsible for:

- 1) Attending annual IPM training provided by the IPM Coordinator (or designee).
- 2) Working with the IPM Coordinator to reduce conditions conducive to weeds, gophers, moles, yellow jackets, and other outdoor pests
- 3) Keeping vegetation (including tree branches and bushes) at least 18 inches from building surfaces.
- 4) Proper mulching in landscaped areas to reduce weeds.
- 5) Proper fertilization, over-seeding, mowing height, edging, drainage, aeration, and irrigation scheduling in turf areas to reduce weeds.
- 6) When the decision is made to apply a pesticide, following notification, posting, record-keeping and reporting protocols in Section VII.

D. Kitchen Staff

1. Training/Education

The IPM Coordinator (or a designee of the Coordinator) will train kitchen staff at least once per year on the basic principals of IPM and their responsibilities as outlined below.

2. Responsibilities

Kitchen Staff are responsible for:

- 1) Attending annual IPM training provided by the IPM Coordinator (or designee).
- 2) Assuring floor under serving counters and movable equipment is kept free of food and drink debris.
- 3) Avoiding long-term storage or use of cardboard boxes.
- 4) Removing recycle products daily.
- 5) Keeping outside doors closed at all times (except during deliveries and emptying trash).
- 6) Keeping all food items in sealed containers.
- 7) Immediately reporting any sightings of rodents or rodent droppings to the IPM Coordinator, and following up with an email to the Coordinator (for records).
- 8) Reporting to the Coordinator any pest-conducive conditions that require maintenance (e.g., leaky faucets, dumpster too near building, drains need scrubbing,

build-up of floor grease requiring spray-washing, etc.)

E. Faculty

1. Training/Education

The IPM Plan Coordinator (or a designee of the Coordinator) will train faculty and principals at least once per year on the basic principals of IPM and their responsibilities as outlined below. These short (15 – 20 minutes) training are arranged by the Coordinator with individual principals when openings in their school Faculty Meeting schedules permit. During the training, the Coordinator will review the following with Faculty:

- 1) What pest-conducive conditions are (clutter, food debris, moisture, cracks, holes, etc.), and the importance of reporting these in a timely manner.
- 2) The importance of keeping their classrooms and work areas free of clutter.
- 3) The importance of having students clean up after themselves when food or drink is consumed in the classroom.

2. Responsibilities

Faculty are responsible for:

- 1) Attending annual basic IPM training provided by the IPM Coordinator (or designee).
- 2) Keeping their classrooms and work areas free of clutter.
- 3) Making sure students clean up after themselves when food or drink is consumed in the classroom.
- 4) Reporting pests and pest-conducive conditions to the IPM Coordinator, in-person - by email - by letter. In emergency situations, by phone.

F. School Principal

1. Training/Education

(Same training/education as Faculty)

2. Responsibilities

The School Principal is responsible for:

- 1) Scheduling time for teachers to receive annual training provided by the IPM Coordinator (or designee).
- 2) Attending annual IPM training for teachers.
- 3) Assuring that teachers keep their rooms clean and free of clutter in accordance with the IPM Coordinator's instructions.
- 4) Assuring that all faculty, administrators, staff, students and parents receive

the annual notice (provided by the IPM Coordinator) of potential pesticide products that could be used on school property as per Section VII.

- 5) Working with the IPM Coordinator to make sure all notifications of pesticide applications reach all faculty, administrators, staff, students and parents through posting in the front office - e-mail - the district's website – letter -other.

G. Other

1. Training/Education

Basic training on the principals of IPM and the main points of this IPM Plan should also be provided to administrative staff and the superintendent.

Coaches who use athletic fields should be given an overview and updates of basic monitoring and IPM practices for turf so they understand key pest problems to look out for and when to report them.

2. Responsibilities

All other staff are responsible for keep their work areas free of clutter, and reporting pests and pest-conducive conditions to the IPM Coordinator.

VI. IPM PROCESS

A. Monitoring – Reporting – Action Protocol

Monitoring is the most important requirement of ORS 634.700 – 634.750. It is the backbone of Jefferson School District's IPM Program. It provides recent and accurate information to make intelligent and effective pest management decisions. It can be defined as the regular and ongoing inspection of areas where pest problems do or might occur. Information gathered from these inspections is always written down.

As much as possible, monitoring should be incorporated into the daily activities of school staff. Staff training on monitoring should include what to look for and how to record and report the information.

1. Monitoring & Reporting – All Staff

After a brief (15 – 20 minute) training by the IPM Coordinator (or designee) on pests and pest-conducive conditions, staff will be expected to report pests or pest-conducive conditions they observe during the normal course of their daily work. Reporting will be done verbally, by e-mail, using Pest Logs, by written letter to the IPM Coordinator.

2. Monitoring & Reporting – Coordinator and Custodial/Maintenance Staff

During the normal course of their daily work, the IPM Coordinator and custodial/maintenance staff will monitor structures and building perimeters for:

- 1) Pest-conducive conditions inside and outside the building (structural deterioration, holes that allow pests to enter, conditions that provide pest harborage).
- 2) The level of sanitation inside and out (waste disposal procedures, level of cleanliness inside and out, conditions that supply food and water to pests)

- 3) The amount of pest damage and the number and location of pest signs (rodent droppings, termite shelter tubes, cockroaches caught in sticky traps, etc.)
- 4) Human behaviors that affect the pests (food preparation procedures, concessions procedures, classroom food, etc.)
- 5) Their own management activities (caulking/sealing, cleaning, setting out traps, treating pests, etc.) and their effects on the pest population.
- 6) Any pests or pest-conducive conditions will be reported to the IPM Coordinator either orally, or by e-mail, using Pest Logs, or written letter to the Coordinator.

3. Monitoring & Reporting – Grounds Staff

During normal daily activities, grounds staff will monitor for invasive weeds, gophers, moles, yellow jackets, and other outdoor pests. These will be reported to the IPM Coordinator orally, or by e-mail, using Pest Logs, or written letter to the Coordinator.

4. Sticky monitoring traps for insects

Sticky traps are neither a substitute for pesticides nor an alternative for reducing pest populations, but rather a diagnostic tool to aid in identifying a pest's presence, their reproductive stage, the likely direction pests are coming from, and the number of pests.

All staff will be made aware of the traps and their purpose so they don't disturb them.

The IPM Coordinator and/or Custodial/maintenance staff (after proper training by Coordinator) will be responsible for setting them out and checking them once per month, and replacing them once every four months.

Sticky monitoring traps will be placed in the kitchen and any other "pest-vulnerable areas" the Coordinator deems necessary.

Kitchen sticky insect traps will be checked monthly (primarily for drain flies, ants, and cockroaches).

5. Monitoring for Mice

In addition to monitoring for signs of mice (droppings, gnawing, hair, etc.), snap traps will be placed in the kitchen (and any other area the IPM Coordinator deems necessary), and checked monthly by the Coordinator.

6. Reporting (pests, signs of pests, and conducive conditions)

When staff observe pests or pest-conducive conditions they should call the IPM Coordinator.

7. Reporting "Pests of Concern"

"A pest of concern" is a pest determined to be a public health risk or a significant nuisance pest. These include cockroaches (disease vectors, asthma triggers), mice & rats (disease vectors, asthma triggers), yellow jackets (sting can cause anaphylactic

shock), cornered nutria, raccoons, cats, dogs, opossums, skunks (they can bite), and bed bugs (significant nuisance pest).

When pests of concern (or their droppings, nests, etc.) are observed, staff should contact the IPM Plan Coordinator immediately.

8. Action!

a) Structural

Any items (such as sealing up holes) that custodial/maintenance staff observe that they can resolve should be taken care of and reported to IPM Coordinator. The Coordinator will keep records of these actions using Pest Logs.

If the actions needed are not something that can be accomplished alone with minimal time, the Coordinator will meet with them to develop a plan of action with a proposed deadline for completion based on the severity of the risk or nuisance.

The Coordinator will inform the superintendent of actions being taken/work performed, and monitor the completion of all work. The Coordinator will keep records of actions taken/work performed using Pest Logs.

The Coordinator will keep records of time and money spent to manage pests.

b) Grounds

When pests on grounds reach a threshold established by the IPM Coordinator, action will be taken as per guidelines developed by the Coordinator and Grounds Crew. The Grounds Crew or Coordinator will keep records of actions, time, and money spent to manage pests on grounds.

9. Acceptable Thresholds

A threshold is the number of pests that can be tolerated before taking action. The acceptable threshold for cockroaches, mice, rats, raccoons, cats, dogs, opossums, skunks, and nutria is 0.

Acceptable thresholds for other pests will be determined by the IPM Coordinator and the superintendent.

B. Inspections

The IPM Plan Coordinator will conduct an annual inspection using the annual IPM inspection form. During the inspection he or she will also inspect or review:

- 1) Human behaviors that affect the pests (working conditions that encourage or support pests, food preparation procedures that provide food for pests, etc.)
- 2) Management activities (caulking/sealing, cleaning, setting out traps, treating pests, etc.) and their effects on the pest population.

C. Pest Emergencies (see also Section VII. B. below)

IMPORTANT: If a pest emergency is declared, the area must be evacuated and cordoned off before taking any other steps. When the IPM Plan Coordinator, after consultation with school faculty and administration, determines that the presence of a pest or pests immediately threatens the health or safety of students, staff, faculty members or members of the public using the campus, or the structural integrity of campus facilities, he or she may declare a pest emergency. Examples include (but are not limited to) yellow jackets swarming in areas frequented by children, a nutria in an area frequented by children, a half a dozen mice or rats running through occupied areas of a school building. The Coordinator will keep records of actions taken using Pest Logs.

D. Annual IPM Report (completed by IPM Plan Coordinator)

In January of each year, the IPM Plan Coordinator will provide Jefferson School District Board an annual IPM report. The report will include a summary of data gathered from Pest Logs, or e-mails, or Coordinator notes, as well as costs for PMPs and pesticides (including turf and landscape pesticides). Costs for items such as sealants, fixing screens, door sweeps and other items that would not normally be considered part of pest control will not be recorded.

Prevention and management steps taken that proved to be ineffective and led to the decision to make a pesticide application will be copied and pasted or incorporated into the annual report of pesticide applications (see section VII. D)

VII. PESTICIDE APPLICATIONS: REQUIRED NOTIFICATION, POSTING, RECORD KEEPING, AND REPORTING

Any pesticide application (this includes weed control products, ant baits, and all professional and over-the-counter products) on school property must be made by a licensed commercial or public pesticide applicator. At the beginning of each school year, all faculty, administrators, staff, adult students and parents will be given a list of potential pesticide products that could be used in the event that other pest management measures are ineffective. They will also be informed of the procedures for notification and posting of individual applications, including those for pest emergencies. This information will be provided to all the above via e-mail and the district's communication platform to adult students and parents.

A. Notification and Posting for Non-emergencies

When prevention or management of pests through other measures proves to be ineffective, the use of a low-risk pesticide is permissible. *Documentation of these measures is a pre-requisite to the approval of any application of a low-risk pesticide. This documentation will remain on file with the IPM Plan Coordinator.*

Non-emergency pesticide applications may occur in or around a school before 6:00am and/or after 4:00pm while school is in session, unless the IPM Plan Coordinator authorizes an exception. If the labeling of a pesticide product specifies a reentry time, a pesticide may not be applied to an area of campus where the school expects students to be present before expiration of that reentry time. If the labeling does not specify a reentry time, a pesticide may not be applied to an area of a campus where the school expects students to be present before expiration of a reentry time that the IPM Plan Coordinator determines to be appropriate based on the times at which students would normally be expected to be in the area, area ventilation and whether the area will be

cleaned before students are present.

The IPM Plan Coordinator (or a designee of the Coordinator) will give written notice of a proposed pesticide application (via the method most likely to reach the intended recipients) at least 24 hours before the application occurs.

The notice must identify the name, trademark or type of pesticide product, the EPA registration number of the product, the expected area of the application, the expected date of application and the reason for the application.

The IPM Plan Coordinator (or a designee of the Coordinator) shall place warning signs around pesticide application areas beginning no later than 24 hours before the application occurs and ending no earlier than 72 hours after the application occurs.

A warning sign must bear the words “Warning: pesticide-treated area”, and give the expected or actual date and time for the application, the expected or actual reentry time, and provide the telephone number of a contact person (the person who is to make the application and/or the IPM Plan Coordinator).

B. Notification and Posting for Emergencies

Important Notes:

- 1) *The IPM Plan Coordinator may not declare the existence of a pest emergency until after consultation with school faculty and administration.*
- 2) *If a pesticide is applied at a campus due to a pest emergency, the Coordinator shall review the IPM plan to determine whether modification of the plan might prevent future pest emergencies, and provide a written report of such to the Jefferson School District Board.*
- 3) *The Jefferson School District Board shall review and take formal action on any recommendations in the report.*

The declaration of the existence of a pest emergency is the only time a non low-impact pesticide may be applied.

If a pest emergency is declared, the area must be evacuated and cordoned off before taking any other steps.

If a pest emergency makes it impracticable to give a pesticide application notice no later than 24 hours before the pesticide application occurs, the IPM Plan Coordinator shall send the notice no later than 24 hours after the application occurs.

The Coordinator or designee shall place notification signs around the area as soon as practicable but no later than at the time the application occurs.

Note: ORS 634.700 also allows the application of a non-low-impact pesticide “by, or at the direction or order of, a public health official”. If this occurs, every effort must be made to comply with notification and posting requirements above.

C. Record Keeping of Pesticide Applications

The IPM Plan Coordinator or designee shall keep a copy of the following pesticide product information on file at the head custodian’s office at the school where the application occurred, and at the office of the IPM Plan Coordinator:

- A copy of the label
 - A copy of the MSDS
 - The brand name and USEPA registration number of the product
 - The approximate amount and concentration of product applied
 - The location of the application
 - The pest condition that prompted the application
 - The type of application and whether the application proved effective
 - The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide
 - The name(s) of the person(s) applying the pesticide
-
- The dates on which notices of the application were given
 - The dates and times for the placement and removal of warning signs
 - Copies of all required notices given, including the dates the IPM Plan Coordinator gave the notices

The above records must be kept on file at the head custodian's office at the school where the application occurred, and at the office of the IPM Plan Coordinator, for at least four years following the application date.

D. Annual Report of Pesticide Applications

In January of each year, the IPM Plan Coordinator will provide the Jefferson School District Board an annual report of all pesticide applications made the previous year. The report will contain the following for each application:

- The brand name and USEPA registration number of the product applied
- The approximate amount and concentration of product applied
- The location of the application
- The prevention or management steps taken that proved to be ineffective and led to the decision to make a pesticide application
- The type of application and whether the application proved effective

VIII. APPROVED LIST OF LOW-IMPACT PESTICIDES

Note: All pesticides used must be used in strict accordance with label instructions.

According to ORS 634.705 (5), the governing body of a school district shall adopt a list of low-impact pesticides for use with their integrated pest management plan. The governing body may include any product on the list except products that:

- (a) Contain a pesticide product or active ingredient that has the signal words "warning" or "danger" on the label;
- (b) Contain a pesticide product classified as a human carcinogen or probable human carcinogen under the United States Environmental Protection Agency 1986 Guidelines for Carcinogen Risk Assessment; or
- (c) Contain a pesticide product classified as carcinogenic to humans or likely to be carcinogenic to humans under the United States Environmental Protection Agency 2003 Draft Final Guidelines for Carcinogen Risk Assessment.

As a part of pesticide registration under the Federal Insecticide Fungicide and Rodenticide Act (FIFRA) and re-registration required by the Food Quality Protection Act (FQPA), EPA Office of Pesticide Programs (OPP) classifies pesticide active ingredients (a.i.) with regards to their potential to cause cancer in humans. Depending on when a pesticide active ingredient was last evaluated the classification system used may differ as described above.

The National Pesticide Information Center (<http://npic.orst.edu/>) can be contacted at 1.800.858.7378 or npic@ace.orst.edu for assistance in determining a pesticide a.i. cancer classification.

The most current list of approved low-impact pesticides is included as an appendix to this IPM plan.

Aquamaster Herbicide
524-343
glyphosate, isopropylamine salt
Aquapro Herbicide
62719-324-67690
glyphosate, isopropylamine salt
Barrage HF Low Volatile Herbicide
5905-529
2,4-D ester
Bayer Advanced Natria Grass & Week Killer RTU/Organic Gardening
67702-7-72155
ammonium salts of fatty acids
Broadstar Herbicide
59639-128
flumioxazin
Casoron 4G
400-168
dichlobenil
Casoron 4G
400-168-59807
dichlobenil
Cornerstone Plus - Agrisolutions
1381-192
glyphosate isopropylamine salt
Dimension 270-G Turf & Landscape Ornamental
7001-375
dithiopyr
Drexel De-ester LV6
19713-655
2,4-D, ethylhexyl ester
Drexel Simazine 4L
19713-60
simazine
Envoy Plus Herbicide
59639-132
clethodim
Last updated June 2023. Before using any product on this list, check the ODA
Guidance Document

Esplanade EZ
432-1528
diquat dibromide, indaziflam, glyphosate isopropylamine salt
Esplande 200 SC
432-1516
Indaziflam
EZ-Ject Diamondback Herbicide Shells
83220-1
glyphosate
Fiesta Turf Weed Killer
67702-26
iron HEDTA
Four Power Plus
34704-890
glyphosate, isopropylamine salt
Gly Star Plus
42750-61
glyphosate, isopropylamine salt
Gly-Star Original Agristar
42750-60
glyphosate, isopropylamine salt
Gordon's Agricultural Products Brushmaster Herbicide
2217-774
2,4-D ethylhexyl ester, 2,4-DP, dicamba
Gordon's ProForm Professional Formulations Q4 Plus Turf Herbicide for Grassy &
Broadleaf Weeds
2217-930
quinclorac, 2,4-D, dicamba, sulfentrazone
Gordon's Proform Professional Formulations Speed Zone
2217-835
2,4-D ethylhexyl ester, mecoprop-p, dicamba, carfentrazone-ethyl
Gordon's Proform Professional Formulations Speed Zone Broadleaf Herbicide for Turf
2217-833
2,4-D ethylhexyl ester, mecoprop-p, dicamba, carfentrazone ethyl
Gordon's ProForm Professional Formulations T Zone Broadleaf Herbicide
2217-920
dicamba, 2,4-D (2- ethylhexyl ester), sulfentrazone, and triclopyr, butoxyethyl ester
Hi-Yield Super Concentrate Kill-Zall II
42750-61-7401
glyphosate, isopropylamine salt
Kleanup Pro
34704-890
glyphosate, isopropylamine salt
Landmaster BW
42750-62
2,4-D, isopropylamine salt, and glyphosate, isopropylamine salt
Last updated June 2023. Before using any product on this list, check the ODA
Guidance Document
Lesco Momentum Q Herbicide
228-531
2,4-D (diethylamine salt), quinclorac, dicamba
Lesco Pre-M Aqua Cap Herbicide

241-416-10404
pendimethalin
Lilly Miller Ultra Green Phosphorus Free Weed & Feed
2217-559-33116
2,4-D, mecoprop, dicamba
Lilly-Miller Moss Out! plus Fertilizer
802-543
ferrous (iron) sulfate monohydrate
Mad Dog Plus
34704-890
glyphosate, isopropylamine salt
Makaze
34704-890
glyphosate, isopropylamine salt
Marengo
432-1518-59807
indaziflam
Marengo G
432-1523-59807
indaziflam
Moss Melt Concentrate
92967-1-91094
d-Limonene
Nufarm Prosedge
228-711
halosulfuron-methyl
Payload Herbicide
59639-120
flumioxazin
Pendulum AquaCap Herbicide
241-416
pendimethalin
Plateau Herbicide
241-365
imazapic, ammonium salt
Poa Constrictor
70506-107
ethofumesate
Quicksilver T+O Herbicide
279-3265
carfentrazone-ethyl
Last updated June 2023. Before using any product on this list, check the ODA
Guidance Document
Quikpro Herbicide
524-535
glyphosate, diquat dibromide
Quincept Herbicide
228-531
2,4-D (diethylamine salt), quinclorac, dicamba
Ranger PRO Herbicide
524-517
glyphosate, isopropylamine salt



Razor Herbicide Primera Razor Pro

228-366

glyphosate

Razor Pro Herbicide

228-366

glyphosate

Roundup Custom for Aquatic & Terrestrial Uses

524-343

glyphosate, isopropylamine salt

RoundUp Pro Concentrate

524-529

glyphosate, isopropylamine salt

Roundup Promax Herbicide

524-579

glyphosate, potassium salt

Roundup QuikPro Herbicide

524-535

glyphosate, diquat dibromide

Sedgehammer+ Turf Herbicide

81880-24-10163

halosulfuron-methyl

Sedgehammer Turf Herbicide

81880-1-10163

halosulfuron-methyl

Select Max Herbicide

59639-132

clethodim

Select Max Herbicide with Inside Technology

59639-132

clethodim

Simazine

19713-252

simazine

Specticle Flo

432-1518

indaziflam

Last updated June 2023. Before using any product on this list, check the ODA

Guidance Document

Specticle G

432-1523

indaziflam

SureGuard SC Herbicide

71368-114

flumioxazin

T Zone SE

2217-976

triclopyr butoxyethyl ester, sulfentrazone, 2,4- D

Tenacity

100-1267

mesotrione

The Andersons Professional Turf Products Dimension 0.25g With Agpro

9198-213

dithiopyr

The Andersons Professional Turf Products Fertilizer with Surge 16-0-9
2217-882-9198

2,4-D ethylhexyl ester

Last updated June 2023. Before using any product on this list, check the ODA
Guidance Document

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name can be used for different products, so matching the product name(s) below
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match the product name and the manufacturer/distributor name when comparing
the list to products on the shelf.

Insecticides

Product Name

EPA Reg. No.

Active Ingredient(s)

10-Week Yellowjacket Trap Cartridge

84565-5-49407

heptyl butyrate

22-0-7 Fertilizer with Acelepryn Insecticide

9198-247

chlorantraniliprole

Acelepryn G

100-1500

chlorantraniliprole

Advion Ant Gel

100-1498

indoxacarb

Advion Cockroach Gel Bait

100-1484

indoxacarb

Amdro Kills Ants Ant Killing Bait

1663-33-73342

hydramethylnon

Anvil 10+10 ULV

1021-1688-8329

phenothrin, piperonyl butoxide

ARI Wasp and Hornet Killer Bee Bopper II

7754-44

tetramethrin, d-phenothrin

Arilon Insecticide

100-1501

indoxacarb

AzaSol

81899-4-74578

azadirachtin

Boractin Insecticide Powder

73079-4

boric acid

Conserve SC Turf & Ornamental

62719-291

spinosad

Last updated June 2023. Before using any product on this list, check the ODA

Guidance Document

Cyzmic CS

53883-261

lambda- cyhalothrin Delta Dust Insecticide

432-772

deltamethrin Demand CS Patrol

100-1066

lambda-cyhalothrin Demand G Insecticide

lambda-cyhalothrin

EcoExempt D

None - 25(b)

2-phenethyl propionate, eugenol (clove oil) (other: calcium silicate, sodium bicarbonate, calcium carbonate, soybean oil, wintergreen oil

EcoEXEMPT G Granular Insecticide from Envincio/Prentiss LLC

None - 25(b)

eugenol (clove oil), thyme oil (other: wintergreen oil, corn cob)

Eliminator Wasp & Hornet Killer³

9688-190-8845

prallethrin, lambda- cyhalothrin

Essentria IC-3 Insecticide Concentrate from Envincio/Prentiss LLC

None - 25(b)

rosemary oil, geraniol, peppermint oil (Other: oil of wintergreen, white mineral oil, vanillin, polyglyceryl oleate)

Green Way Liquid Ant Killing Bait

73766-2

disodium octaborate tetrahydrate (basically boric acid)

Grant's Kills Ants Ant Control

1663-33

hydramethylnon

Grenade ER Insecticide

100-1066-773

lambda-cyhalothrin

Hot Shot Wasp and Hornet Killer 3

9688-190-8845

prallethrin, lambda- cyhalothrin

InTice Gelamino Ant Bait

73079-8

sodium tetraborate decahydrate

InTice Liquid Ant Bait

73079-7

sodium tetraborate decahydrate

Lesco CrossCheck Plus Multi-Insecticide

279-3206-10404

bifenthrin

Last updated June 2023. Before using any product on this list, check the ODA

Guidance Document

Maxforce FC Ant Killer Bait Gel

432-1264

fipronil Maxforce FC Professional Insect Control Roach Killer Bait Gel

432-1259

fipronil Maxforce FC Select Professional Insect Control Roach Killer Bait Gel

432-1259

fipronil Maxforce Professional Insect Control Roach Killer Bait Gel
432-1254
hydramethylnon
Monterey Horticultural Oil
48813-1-54705
Mineral Oil
Mosquito Dunks Biological Mosquito Control
Bacillus thuringiensis subspecies israelensis
MotherEarth Granular Scatter Bait
499-515
boric acid
NatureLine NGB Professional Grade Insecticidal Concentrate
None - 25(b)
sodium chloride (salt)
NatureLine Plus Professional Grade Botanical Insecticide
None - 25(b)
clove oil, lemongrass oil, rosemary oil, cinnamon oil
NatureLine PRO Power Residual Oil
None - 25(b)
clove oil, lemongrass oil, rosemary oil, cinnamon oil
Onslaught FastCap Spider & Scorpion Insecticide
1021-2574
esfenvalerate, prallethrin, piperonyl butoxide
Orange Guard
61887-1
d-limonene
Ortho Max Pro
279-3206
bifenthrin
Phantom Termiticide- Insecticide
241-392
chlorfenapyr
PT Wasp-Freeze II
499-550
prallethrin
Last updated June 2023. Before using any product on this list, check the ODA
Guidance Document
Raid Wasp & Hornet Killer 33
4822-553
cypermethrin, prallethrin Rescue Yellowjacket Attractant Cartridge
84565-5-49407
heptyl butyrate Reusable WHY Trap
84565-3-49407
heptyl butyrate, acetic acid, 2- methyl-1-butanol
Revenge Granular Ant Bait NiBan Granualr Bait
64405-2
boric acid
Revenge Pre-Filled Liquid Ant Baits
73766-2-4
disodium octaborate tetrahydrate (basically boric acid)
Share Corp Wasp & Hornet Killer
10088-91-11547

tetramethrin, permethrin, piperonyl butoxide
SpectracidePro Wasp & Hornet Killer
9688-141-8845

permethrin, tetramethrin, piperonyl butoxide
Spectracide Wasp and Hornet Killer 3
9688-190-8845

prallethrin, lambda- cyhalothrin
Summit B.t.i. Briquets Floating Sustained-Release Larvicide
6218-47

Bacillus thuringiensis subspecies israelensis
Talstar Professional Insecticide
279-3206

bifenthrin
Taurus SC
53883-279

fipronil
Tempo 1% Dust Insecticide Ready to use
432-1373

cyfluthrin
Tempo SC Ultra Insecticide
432-1363

beta-cyfluthrin
Termidor SC
7969-210

fipronil
Terro Ant Killer II Liquid Ant Baits/Killer
149-8

sodium tetraborate decahydrate
Last updated June 2023. Before using any product on this list, check the ODA
Guidance Document

Terro Multi-Purpose Insect Bait
64405-2-149

boric acid Terro Outdoor Liquid Ant Bait Stakes
149-8

sodium tetraborate decahydrate
Terro Outdoor Liquid Ant Baits Pre-Filled RTU
149-8

sodium tetraborate decahydrate
WHY Attractant Kit
84565-3-49407

heptyl butyrate, acetic acid, 2- methyl-1-butanol
WHY Spray for Wasp, Hornet, & Yellow jacket Nests from Rescue
None - 25(b)

lemmongrass oil, clove oil (eugenol), rosemary oil, geranium oil
WHY Trap Refill
84565-3-49407

heptyl butyrate, acetic acid, 2- methyl-1-butanol
Last updated June 2023. Before using any product on this list, check the ODA
Guidance Document

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product name and the manufacturer/distributor name when comparing the list to products on the shelf.

Molluscicides Product Name

EPA Reg. No.

Active Ingredient(s)

Garden Safe Slug & Snail Bait

67702-3-39609

iron phosphate

Sluggo

67702-3-54705

iron phosphate

Use the EPA Registration number to match products on the list. The same product name can be used for different products, so matching the product name(s) below to products on the shelf is not sufficient. If there is no EPA Registration Number, match the product name and the manufacturer/distributor name when comparing the list to products on the shelf.

Fungicides

Product Name

EPA Reg. No.

Active Ingredient(s)

Headway (not Highway)

100-1216

azoxystrobin, propiconazole

Monterey Horticultural Oil

48813-1-54705

mineral oil

Jefferson School District
Facilities/Maintenance Plan 2024-2025

District Office

Priority 1: <i>Needs immediate attention</i>	Priority 2: <i>Important but can wait a while</i>	Priority 3: <i>Needs attention – not imminent</i>
None	Linoleum replaced throughout	Filing/storage room: cleaning, new flooring, paint and ceiling tiles

Accomplished:

- Additional bird mitigation
- New camera installation
- Parking lot striped, including ADA spot
- Installed AC unit in back office
- Installed AC unit in board room
- Alt Ed Room refurbished
- Repaired carpet in superintendent’s office
- Window replacement in main office

School Based Health & Resource Center

Priority 1: <i>Needs immediate attention</i>	Priority 2: <i>Important but can wait a while</i>	Priority 3: <i>Needs attention – not imminent</i>
None	None	None

Accomplished:

- Received and installed all furniture
- Received and installed all medical equipment
- Installed bark chips
- Signage installed interior/exterior
- Cleaned up exterior – mulch beds, trees trimmed, power wash
- Parking lot painted, including ADA spots
- Installed ADA signage
- Installed signage with address

Jefferson School District
Facilities/Maintenance Plan 2024-2025

Jefferson Event Center

Priority 1: <i>Needs immediate attention</i>	Priority 2: <i>Important but can wait a while</i>	Priority 3: <i>Needs attention – not imminent</i>
Install new Mat Club wrestling mats on floor and walls	All ceiling tiles needs replacement and grid painted All walls need to be painted in entrance area, hallway, ramp floor, and cafeteria	Need to purchase 2 sinks, 2 toilets and refurbish bathrooms Replace all windows Window treatment to filter sunlight

Accomplished:

- New parking lot paint, including ADA spots
- Gym floor refurbish
- Refinished Mat Club flooring

Jefferson Middle

Priority 1: <i>Needs immediate attention</i>	Priority 2: <i>Important but can wait a while</i>	Priority 3: <i>Needs attention – not imminent</i>
None	Rub guard on protective siding in A Wing opposite lockers Move sound system from library to commons, install external speakers	None

Accomplished:

- Parking lot restriped

Jefferson School District
Facilities/Maintenance Plan 2024-2025

Jefferson Elementary

Priority 1: <i>Needs immediate attention</i>	Priority 2: <i>Important but can wait a while</i>	Priority 3: <i>Needs attention – not imminent</i>
<p>Gym restrooms are not accessible to a person in a wheelchair</p> <p>Old area rooms 1-9, ADA accessible water fountain</p> <p>Earthquake supply shed installed</p> <p>Installation of new flat roof needed above outdoor covered walkway</p> <p>New drinking fountain/bottle fillers need to be purchased and installed in old parts of building</p> <p>All new conduit needed on rooftop of old buildings – deteriorated</p> <p>All old restrooms need to be completely refurbished – new countertops, new sinks, new toilets, new flooring, new partitions</p>	<p>Sewer main for classrooms 1-9 is deteriorated and needs replaced</p> <p>New lighting needed around exterior of old buildings and under awnings</p> <p>Fix issues from earthquake retrofit project – subfloor is warping and VCT is cracking</p> <p>Stumps removed on playground</p> <p>Fence repair needed throughout due to pedestrians climbing fence</p>	<p>Decals in the gym need to be removed and wall painted</p> <p>Parking lot painted</p> <p>Playground paint</p> <p>Exterior pain needed on old building</p> <p>Replace 4 inch gutters with 6 inch gutter facing bus lane and front of building</p>

Accomplished:

- Installed 22 solar shades in exterior classrooms
- Installed solar shades in select interior classrooms
- Installed portable AC's in classrooms 1-9
- Installed new restroom exhaust fans in classrooms 3/4/5
- Installed swing for SPED Department
- Installed new roof drain over entry ramp and shored up ceiling
- Procured new auto-scrubber for JES
- Bartlett Pear trees all pruned on playground to mitigate potential injury
- Fence repair behind JES
- Limbed oak trees on playground and treated for aphids to control yellowjackets
- Carpet in counselors' office removed

Jefferson School District
Facilities/Maintenance Plan 2024-2025

Jefferson High

Priority 1: <i>Needs immediate attention</i>	Priority 2: <i>Important but can wait a while</i>	Priority 3: <i>Needs attention – not imminent</i>
<p>Re-roof east and west gym</p> <p>Siding repair – south side gym</p> <p>Walk in cooler refrigeration unit needs replaced – 46 yrs old</p> <p>Convert restrooms for ADA compliance</p> <p>Replace hardware and interior parts of all restroom sinks, toilets, and urinals</p> <p>Ceiling tile need replaced in commons due to years of leaks</p> <p>All restroom cabinets and countertops need replaced</p> <p>All boards on eaves are rotten, need replaced</p>	<p>Ceiling lights in weight and wrestling room hanging down (scissor lift)</p> <p>Sliding glass door in Home Ec needs a better locking mechanism</p> <p>New seating for the little theater since it is falling apart</p> <p>New HVAC system needed to drive down energy costs</p> <p>Many windows need to be replaced to help drive down energy costs</p> <p>May rooms need carpet replacement due to tripping hazards and aesthetics</p> <p>Finish exterior lighting project</p> <p>Gutters and downspouts throughout need replaced</p> <p>All fascia boards need replaced and/or stained /painted</p>	<p>Broken window in classroom 213</p> <p>Clocks need to be purchased and installed in many areas of the school</p>

JHS Sports Facility Needs:

New Track
Grandstand needs repair/replacement
Need power to softball dugout – broken line underground

Accomplished:

- Installation of new locker room exterior door and frame
- Roofing project – freshman hall, 2x valleys
- Reinstalled/repared large section of ceiling in center of building
- Refurbished picnic tables and benches behind JHS with cedar and new hardware

**Jefferson School District
Facilities/Maintenance Plan 2024-2025**

- Repaired soffit throughout
- Replaced numerous electrical outlets throughout school
- Access door now working
- Broken mirror in weight room removed
- Gym repainted by volunteers
- Gym floor refinished and repainted
- Numerous whiteboards and smartboards replaced
- Exterior awning braced up – 140 ft
- Installed new LED lighting at entrance



Jefferson
on the
MOVE

AI and Jefferson

On the Move

Jefferson School District 14J
Together we inspire, empower, and prepare all students to succeed!

What is AI

Artificial intelligence (AI) is a broad field encompassing various technologies and approaches that enable machines to exhibit intelligence in ways traditionally considered human-like. While definitions can vary, some key aspects capture the essence of AI:

- **Intelligence:** AI exhibits **cognitive abilities** like learning, reasoning, problem-solving, and decision-making. This doesn't necessarily imply consciousness or sentience, but rather the ability to mimic certain intelligent behaviors.
- **Machines:** AI involves **computational systems**, whether software running on computers or embedded in robots and other devices. These systems process information and act on it autonomously to some degree.
- **Human-like capabilities:** Unlike simple automation, AI often involves elements of **adaptability, flexibility, and perception** that mirror human intelligence. AI systems can learn new things, adjust to changing situations, and understand their environment to some extent.

AI Timeline

Development of early computers. Alan Turing proposes the Turing test

1940s-
1950s

Developments in AI lead to Deep Blue (an IBM chess computer) and defeats Garry Kasparov

1997

Deep learning breakthroughs lead to self-driving cars, facial recognition, and more. Concerns about bias and ethics in AI grow.

2010s

Knowledge representation & reasoning become research focus. The "LISP" programming language gains popularity.

1970s

Increased computing power and large datasets fuel advancements in deep learning. Applications emerge in speech recognition, image classification, and natural language processing.

2000s

Generative AI and large language models like me emerge, capable of creating realistic text, code, and images. Responsible AI development and deployment remain crucial.

2020s

Predictive AI vs Generative AI

Predictive AI

- Aims to forecast future events or trends based on historical data and patterns.
 - It leverages algorithms to analyze data and estimate probabilities of future outcomes.
- Excels at identifying patterns, correlations, and trends in data.
 - It can assess risks, optimize decisions, and predict future events with varying degrees of accuracy.
- Used in various sectors like:
 - finance (fraud detection, credit scoring)
 - healthcare (disease prediction, patient risk assessment)
 - marketing (customer churn prediction, targeted advertising)
 - logistics (demand forecasting, route optimization)

Generative AI

- Focuses on **creating entirely new content**, ranging from text and images to music and code.
 - It utilizes machine learning models to generate novel outputs based on existing data or instructions.
- Shines in areas where creativity and novelty are desired.
 - It can mimic existing styles, invent new ones, and adapt to different formats, generating content that feels original yet familiar.
- Plays a role in
 - content creation (writing, music composition, image generation)
 - product design
 - drug discovery
 - scientific research
 - personalized learning
 - augmented reality experiences

What can AI do well?

Predictive AI

- Data Processing and Analysis
 - Automation, Speed and Scale, Unbiased Analysis
- Pattern Recognition and Prediction
 - Image and Speech Recognition, Anomaly Detection, Predictive Modeling
- Optimization and Decision-Making
 - Logistics Management, Personalized Recommendations, Medical Diagnosis and Treatment

Generative AI

- Content Creation
 - Text Generation, Image Synthesis, Music Composition, Code Generation
- Innovation and Exploration
 - Scientific discovery through experimentation
- Personalization and Customization
 - Adaptive Learning, Personalized Marketing, Augmented Reality

What AI Does Not Do Well

Human Connections

- **Bias and Fairness:** Generative models can inherit biases from the data they're trained on, leading to unfair outputs.
- **Originality and Creativity:** While innovative, AI creations might lack the true depth and originality of human-made works.
- **Accuracy and Control:** Generated content, especially text, can sometimes be factually incorrect or nonsensical, requiring careful monitoring and control.
- **Lack of Common Sense:** AI struggles with tasks requiring common sense or understanding the nuances of human language.
- **Limited Creativity:** AI is generally not creative in the way humans are, struggling to generate truly original ideas or concepts.
- **Ethical Considerations:** Ensuring fairness, accountability, and transparency in AI algorithms remains a crucial challenge.

How can we utilize AI in Education?

Personalized Learning

- Adaptive learning platforms
- Personalized feedback
- Intelligent tutoring systems

Interactive Learning Experiences

- Immersive simulations
- Gamified learning
- Chatbots


Content Creation

- Automated lesson planning
- Automated grading and feedback
- Accessible learning materials



How do we approach it in the classroom?

How much AI do we allow vs how much
Human Intelligence



**“Artificial Intelligence won’t replace humans,
but humans with artificial intelligence
will replace humans without artificial
intelligence.”**

Karim R. Lakhani
Professor of Business Administration
at the Harvard Business School



Jefferson School District 14J

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Jefferson, OR 97352
541.327.3337 - phone
541.327.2960 - fax

Administrators Update – Student Services / Special Education: October 2024

Special Education:

Current number of students identified under IDEA: 109
Mandt training is ongoing.

504:

Current number of students identified under Section 504: 32

McKinney Vento:

Current number of students: 4

Mckinney-Vento eligibility starts over every school year, Counselors and office managers are still identifying students.

Contact:

Katrina Womack, Student Services Director
Jefferson School District
541-327-3337 ext. 1045