



YAMHILL CARLTON SCHOOL DISTRICT

120 N. Larch Place - Yamhill, OR 97148 | PH: 503-852-6980 - FX: 503-662-4931 | www.ycsd.k12.or.us

BOARD OF DIRECTORS REGULAR SESSION AGENDA

LOCATION; YCIS GYM, 310 E MAIN ST. YAMHILL OR 97148

Or VIA ZOOM <https://us06web.zoom.us/j/87877812735>

Wednesday November 10, 2021

Regular Session: 6:00pm

AGENDA

- I. Flag Salute
- II. Call to Order Regular Session
- III. Individuals, Delegations, Recognitions, and Communications
 - A. Retiring Staff – Mark Braukman 20 years
 - B. YCIS – Matt Wiles & Chad Tollefson – Student Spot Light
 - C. YCES – Amanda Dallas – Verbal Report
 - D. YCHS – Steve Cooper & Scott Henderson – Verbal Report

Public Comment – The Board welcomes you to its monthly meeting. We ask that you complete an Intent to Speak Form by sending an email to the Board Secretary at vertner@ycschools.org. The Board will receive public comments at this time but will defer issues to the appropriate administrator. During public comment, the Board listens but neither discusses, nor responds to questions and concerns. Speakers are limited to three minutes.

- IV. Review of Agenda (Action Item)
- V. Regular Session- Consent Agenda (Action Item)
 - A. Approval of Board of Directors minutes
 - 1. Regular session Minutes- October 14, 2021
 - B. Personnel
 - C. Enrollment
- VI. Announcements and Reports
 - A. Superintendent's Report – Clint Raever – Verbal Report
 - B. District Facilities Report- Todd Hendrickson – Verbal Report
 - C. Financials & List of Bills for October 2021 – Tami Zigler (Action Item)
- VII. New Business
 - A. Approve Out of State Travel for Baseball team- March 2022 (Action Item)
 - B. Adopt Naming of Facilities (FF-AR) (Action Item)
 - C. 1st read of the updated Graduation Requirement Policy (IKF)
 - D. 1st read of the updated Non-Discrimination Policy (AC)
 - E. 1st read of the updated Discrimination Complaint Procedure (AC-AR)
 - F. 1st read of the updated Equal Employment Opportunity Policy (GBA)
 - G. 1st read of the updated Work place Harassment Policy (GBEA)
 - H. 1st read of the updated Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures- Staff (GBNA-AR)
 - I. 1st read of the updated Alternative Education Programs Policy (ICBHA)
 - J. 1st read of the updated Bilingual Education Policy (IGBI)
 - K. 1st read of the updated Assessment Program Policy (IL)
 - L. 1st read of the updated Equal Educational Opportunity Policy (JB)

Note: Unless approved, Regular Meetings of the Board of Directors will be no longer than 3 hours in length at any single session. **INTERPRETERS FOR THE HEARING IMPAIRED:** To request interpreter services for this meeting call 503-852-6983 at least 24 hours prior to the meeting.

M. 1st read of the updated Student Conduct Policy (JFC)

VIII. Board of Directors Comments

IX. Adjournment

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BOARD OF DIRECTORS

REGULAR SESSION AGENDA

LOCATION; YCSD BOARDROOM, 120 N LARCH PL. YAMHILL OR 97148

Or VIA ZOOM <https://us06web.zoom.us/j/83100519858>

Thursday, October 14, 2021

Regular Session: 6:00pm

MINUTES

I. Flag Salute

II. Call to Order by Susan FitzGerald @ 6pm

III. Individuals, Delegations, Recognitions, and Communications

A. YCES – Amanda Dallas –Student Spotlight

- Amanda Dallas brought guest/ Tiger Den Teacher- Sherri Nauman. Both went over the new Tiger Den and the positive outcomes it is having on students.
- Amanda gave a shout out to leadership team and parents for continuing the hard work and resiliency.
- There will be a costume parade on October 29th around the YCES track and a PJ day on Monday November 1st. 2021.

B. YCIS – Matt Wiles & Chad Tollefson – Verbal Report

- Matt gave a shout out to Anne Foley for all of her PD work around data collection.
- Red Ribbon/Spirit Week coming up and staff and students are excited for a week of games and dress up days.
- Chad gave a shout out to the 5th grade team!

C. YCHS – Steve Cooper & Scott Henderson – Verbal Report

- Homecoming weeks has been going great! YC was able to participate in the annual Brute Volleyball and Powder Puff games.
- Excited to see all of the positive energy flowing in the halls again, Feels this is the best week yet!
- Shout out to - Sophomore Madison Tuning. Madison was elected to serve on the Executive Oregon Board of Student Council.
- YC FFA member Olivia Davison took first place in the Soil Judging contest.
- Scott gave a shout out to all teachers and coaches, this week has been crazy but everyone has stepped up and got the jobs done.

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1 Community members put in for Public Comment:

Ericka Stark:

Ericka stated that she would like to know who came up with the mask mandate and that it is unconstitutional. She wants to see the reports that state it is safe for her child to wear a mask all day and feels it is causing kids to be unable to think clearly and are too restrictive.

IV. Review of Agenda (Action Item)

E. Galyean motioned to approve the agenda as presented. J. Dumdi seconded. All in favor, motion carried.

V. Regular Session- Consent Agenda (Action Item)

A. Approval of Board of Directors minutes

1. Regular meeting September 09, 2021
2. Work Session meeting September 23, 2021

B. Personnel

C. Enrollment

E. Galyean motioned to approve the Consent agenda as presented. J. Dumdi seconded. All in favor, motion carried

VI. Announcements and Reports

A. Superintendent's Report – Clint Raever – Verbal Report

- *Weekly meeting with Yamhill County Health Department showing decline in Covid Case numbers*
- *Yamhill County has agreed to allow kids who have been exposed return to school after 7 days and a negative Covid test, instead of the previous 10-day quarantine.*
- *Feels huge lessons were learned after the first round of student exposures. Coaches and teachers are being more aware of the student's location in class and during athletic practices.*
- *Parents of students who have been exposed will receive a phone call instead of email. The call will explain what the students needs to do, how long they will be out and see if there is anything the student needs.*
- *Currently there is an extreme sub shortage. Governor reduced the qualifications needed to be a substitute teacher. YC will continue to work with ESS.*

B. District Facilities Report- Todd Hendrickson – Verbal Report

- *Getting YC winter ready.*
- *Working on roof damage at YCES*
- *Working to get new heating system in at the District Office.*
- *Hoping to give board members a tour of the completed Dome before October 28th Board Work Session.*

C. Financials & List of Bills for September 2021 – Tami Zigler (Action Item)

E. Galyean motioned to accept the Financial Report and List of Bills for September 2021 as presented. J. Dumdi seconded. All in favor, motion carried.

VII. New Business

A. Approve October 28th & November 29th for remaining 6 hours of OSBA Training. (Action Item)

E. Galyean motioned to approve October 28th & November 29th for remaining 6 hours of OSBA Training. J. Dumdi seconded. All in favor, motion carried

B. Approve Division 22 Report (Action Item)

J. Dumdi motioned to approve the Division 22 Report. E. Galyean seconded. All in favor, motion carried

C. 1st reading of Naming Facilities Policy

Board will do the first reading of the Naming Facilities Policy and will be an action Item in Novembers Board meeting.

With no further discussion, Meeting adjourned at 7:12pm by S. FitzGerald

Minutes by: Tina Vertner, Board Secretary

Yamhill Carlton School District

Human Resources

Board Report

November 10, 2021



New Hires

Zack Culver, YCIS IA
JoLynn Wright– Self Contained Special Ed Teacher
Audra Folsom, Kitchen help
Kevin Aguiar, Custodial/ Maintenance/ Grounds

Resign/Retire/Term Employees

Trevor Cook, Custodial/ Maintenance/ Grounds
Bobbi Kidd, 7th Grade Language Arts Teacher
Katie Dolphin, Girls Soccer Coach
Shelly (Michelle) Campbell, Kindergarten Teacher

Currently Open Positions

Title 1 Instructional Assistant
Volunteer Assistant Coach
CoVid Case manager & Communication Specialist
YCES Title 1 Reading Specialist
7th Grade Language Arts Teacher
Custodial/ Maintenance/ Grounds
Kindergarten Teacher

**District Enrollment Report
October 2021**

	Female	Male	X	Total
Kindergarten	32	48		80
1st Grade	45	40		85
2nd Grade	46	55		101
3rd Grade	36	36		72
K-3rd Subtotal:	159	179	0	338
4th Grade	43	43		86
5th Grade	36	50		86
6th Grade	35	44		79
7th Grade	41	29		70
8th Grade	40	35		75
4th-8th Subtotal:	195	201	0	396
9th Grade	40	42	2	84
10th Grade	40	41	1	82
11th Grade	30	36		66
12th Grade	32	30		62
Transition	0	0		0
9th-12th Subtotal:	142	149	3	294
District Total:	496	529	3	1028

District Enrollment for 2021-22 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
YCES	265	269	0	0	0	0	0	0	0	0
YCIS	343	342	0	0	0	0	0	0	0	0
YCHS	284	283	0	0	0	0	0	0	0	0
Alliance	137	134	0	0	0	0	0	0	0	0
Total	1029	1028	0	0	0	0	0	0	0	0

YCES Enrollment for 2021-22 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	62	62								
1st Grade	64	65								
2nd Grade	81	83								
3rd Grade	58	59								
21/22 Total	265	269	0	0	0	0	0	0	0	0
20/21 Total	231	229	230	228	225	221	225	223	223	223
19/20 Total	362	365	366	361	363	361	358	364	367	366
18/19 Total	336	337	337	337	332	332	330	332	332	331

YCIS Enrollment for 2021-22 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
4th Grade	67	65								
5th Grade	72	73								
6th Grade	70	71								
7th Grade	62	62								
8th Grade	72	71								
21/22 Total	343	342	0	0	0	0	0	0	0	0
20/21 Total	291	287	276	276	272	273	282	291	282	282
19/20 Total	308	312	311	313	307	303	303	307	307	307
18/19 Total	325	310	312	310	310	305	304	305	304	303

YCHS Enrollment for 2021-22 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
9th Grade	78	78								
10th Grade	76	77								
11th Grade	66	66								
12th Grade	64	62								
Transition	0	0								
21/22 Total	284	283	0	0	0	0	0	0	0	0
20/21 Total	290	290	292	290	290	290	291	291	276	291
19/20 Total	299	300	298	295	295	290	286	287	284	284
18/19 Total	277	277	279	281	278	281	279	274	275	261

Alliance Academy Enrollment 2021-22

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	18	18								
1st Grade	21	20								
2nd Grade	19	18								
3rd Grade	13	13								
4th Grade	21	21								
5th Grade	13	13								
6th Grade	9	8								
7th Grade	7	8								
8th Grade	4	4								
9th Grade	6	6								
10th Grade	6	5								
11th Grade	0	0								
12th Grade	0	0								
21/22 Total	137	134	0	0	0	0	0	0	0	0
20/21 Total	255	258	266	269	267	254	250	234	247	247
19/20 Total	91	91	91	92	89	90	88	88	88	88
18/19 Total	88	89	94	94	99	105	106	106	103	103

Mission

The Yamhill-Carlton School District champions the growth of its students. Our students recognize their individual strengths and talents, overcome their challenges, grow past proficiency, and succeed in their aspirations so each may contribute positively to a local and global society.



To: Board of Directors – Yamhill Carlton School District
Clint Raever, Superintendent
From: Tami Zigler, Business Manager
Date: November 10, 2021
Re: District Financial Report

SUMMARY

This General Fund summary excludes Beginning Fund Balance (5400-5499).

For the current period, total revenue was \$31,990 more than planned and total expenditures were \$264,521 less than planned. The combined result is a \$296,511 favorable surplus condition for the current year period.

REVENUES

TAXES: Taxes are \$15,619 over plan. The current year variance amount is considered material, and was primarily driven by an increase in 1112 PRIOR YEAR TAXES. For the current year period, Taxes decreased 36.2% over the prior year period compared to an average decrease of 16.5% over the preceding 4 years.

TUITION, FEES, OTHER: Tuition, Fees, Other is \$51,668 over plan. This favorable condition represents 165.9% of the year-to-date plan amount of \$31,138. This variance amount is considered material, and was primarily driven by an increase in 1990 MISCELLANEOUS. For the current year period, Tuition, Fees, Other increased 234.8% over the prior year period compared to an average decrease of 21.4% over the preceding 4 years.

EARNINGS ON INVESTMENTS: Earnings on Investments are \$438 under plan. This unfavorable condition represents -8.4% of the year-to-date plan amount of \$5,180. This variance amount is considered trivial and meets expectations based on budget appropriations. For the current year period, Earnings on Investments decreased 71.3% over the prior year period compared to an average increase of 34.6% over the preceding 4 years.

INTERMEDIATE REVENUE: Intermediate Revenue is on plan. The current year variance amount is considered trivial and meets expectations based on budget appropriations.

STATE UNRESTRICTED AID AND SSF: State Unrestricted Aid and SSF is \$39,369 under plan. This unfavorable condition represents -1.4% of the year-to-date plan amount of \$2,762,043. This variance amount is considered tolerable, and was primarily driven by a decrease in 3101 STATE SCHOOL FUND - GENERAL SUPPORT. For the current year period, State Unrestricted Aid and SSF decreased 6.9% over the prior year period compared to an average increase of 1.4% over the preceding 4 years.

INTERFUND TRANSFERS/LONG TERM DEBT/OTHER: Interfund Transfers/Long Term Debt/Other is \$4,510 over plan. This amount is considered trivial and meets expectations based on budget appropriations

EXPENDITURES

SALARIES: Salaries are \$30,304 under plan. This favorable condition represents -2.7% of the year-to-date plan amount of \$1,135,522. The current year variance amount is considered tolerable, and was primarily driven by decreases in 0130 ADDITIONAL SALARY, 0111 LICENSED SALARIES, and 0112 CLASSIFIED SALARIES. For the current year period, Salaries increased 3.7% over the prior year period compared to an average increase of 1.4% over the preceding 4 years. The largest Salaries groups - 0111 LICENSED SALARIES, 0112 CLASSIFIED SALARIES, and 0113 ADMINISTRATORS, representing 85.1% of total Salaries, increased by 0.1%.

ASSOCIATED PAYROLL COSTS: Associated Payroll Costs are \$53,404 under plan. This favorable condition represents -8.5% of the year-to-date plan amount of \$629,906. This amount is considered material, and was primarily driven by decreases in 0241 EMPLOYEES INSURANCE, and 0213 PERS UAL CONTRIBUTION. This decrease was partially offset by an increase in 0242 HSA EMPLR PD INS. For the current year period, Associated Payroll Costs increased 3.9% over the prior year period compared to an average increase of 2.7% over the preceding 4 years.

PURCHASED SERVICES: Purchased Services are \$91,058 under plan. This favorable condition represents -18.6% of the year-to-date plan amount of \$489,404. This amount is considered material, and was primarily driven by decreases in 0310 INSTR, PROF & TECH SRVS, 0389 OTHER NON-INSTR PROF & TECH SRVS, and 0311 SUBSTITUTE SERVICES. For the current year period, Purchased Services increased 17.8% over the prior year period compared to an average decrease of 3.7% over the preceding 4 years. The largest Purchased Services groups - 0331 REIMBURSABLE STUDENT TRANSPORTATION, 0310 INSTR, PROF & TECH SRVS, 0359 OTHER COMMUNICATION SERVICES, 0322 REPAIRS & MAINTENANCE SERVICES, and 0325 ELECTRICITY, representing 73.7% of total Purchased Services, decreased by 2.2%.

SUPPLIES: Supplies are \$8,334 over plan. This unfavorable condition represents 5.6% of the year-to-date plan amount of \$148,099. This amount is considered trivial and meets expectations based on budget appropriations. For the current year period, Supplies increased 6.7% over the prior year period compared to an average decrease of 0.3% over the preceding 4 years. The largest Supplies groups - 0470 COMPUTER SOFTWARE, 0420 TEXTBOOKS, and 0410 CONSUMABLE SUPPLIES & MATERIALS, representing 92.2% of total Supplies, increased by 32.0%

CAPITAL OUTLAY: Capital Outlay is \$38,713 over plan. This unfavorable condition represents 135.1% of the year-to-date plan amount of \$28,652. This amount is considered material, and was primarily driven by an increase in 0542 REPLACEMENT EQUIPMENT PURCHASES. For the current year period, Capital Outlay increased 1247.3% over the prior year period.

OTHER OBJECTS: Other Objects are \$10,286 under plan. This favorable condition represents -4.5% of the year-to-date plan amount of \$226,244. The current year variance amount is considered tolerable, and was primarily driven by decreases in 0653 PROPERTY INSURANCE PREMIUMS, and 0640 DUES AND FEES. For the current year period, Other Objects increased 10.6% over the prior year period compared to an average increase of 6.5% over the preceding 4 years.

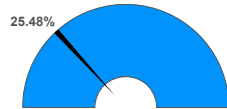
TRANSFERS: Transfers are \$126,517 under plan. This favorable condition represents -28.7% of the year-to-date plan amount of \$441,096. This variance amount is considered material, and was primarily driven by decreases in 0790 OTHER TRANSFERS, and 0791 TRANSFER TO BUILDING FUND. For the current year period, Transfers increased 27.4% over the prior year period compared to an average increase of 19.4% over the preceding 4 years.

OTHER USES OF FUNDS: Other Uses of Funds are on plan. This variance amount is considered trivial and meets expectations based on budget appropriations.

100 GENERAL FUND Revenue Dashboard Summary

For the Period Ending October 31, 2021

Actual YTD Revenues



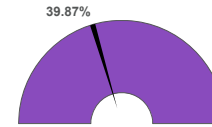
Projected YTD Revenues
25.19%

Actual YTD Local Sources



Projected YTD Local Sources
0.87%

Actual YTD State Sources



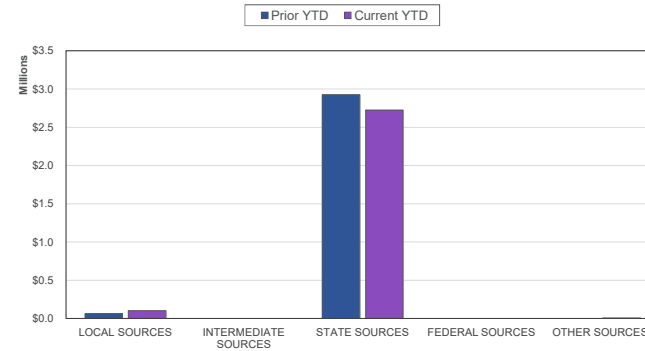
Projected YTD State Sources
40.45%

General Fund Revenues

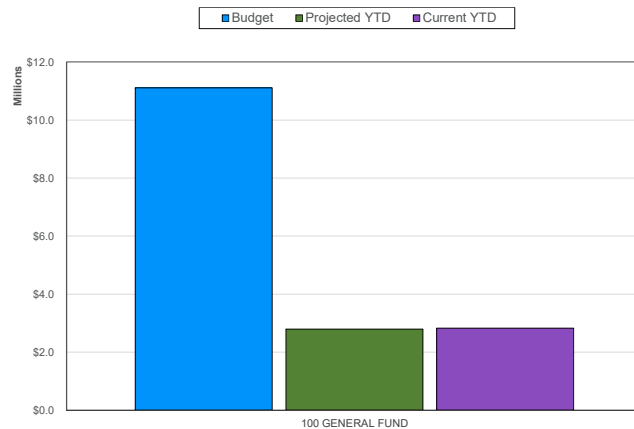
Top 10 GENERAL FUND Sources of Revenue (Year-to-Date)

State School Fund	\$2,722,674
Resources - Beginning Fund Balance	\$1,899,600
Miscellaneous	\$68,509
Ad Valorem Taxes Levied By District	\$13,380
Fees	\$6,475
Fees Charged To Grants	\$5,932
Interest On Investments	\$4,743
Sale Of Or Compensation For Loss Of Fixed Assets	\$4,510
Penalties And Interest On Taxes	\$2,238
Recovery Of Prior Years' Expenditure	\$1,829
Percent of Total Revenues Year-to-Date	100.00%

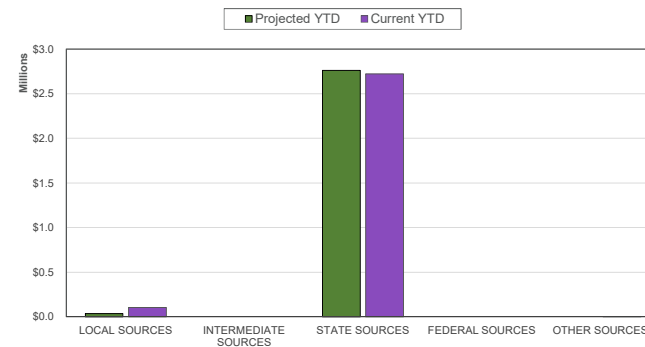
GENERAL FUND Revenue by Source | Prior YTD vs. Current YTD



Revenues by Fund | Budget / Projected YTD / Current YTD



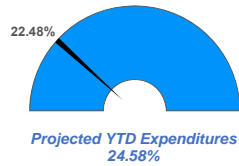
GENERAL FUND Revenue by Source | Projected YTD vs. Current YTD



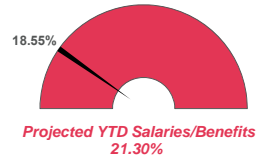
100 GENERAL FUND Expense Dashboard Summary

For the Period Ending October 31, 2021

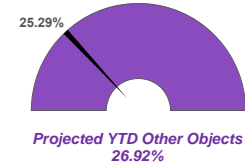
Actual YTD Expenditures



Actual YTD Salaries/Benefits



Actual YTD Other Objects

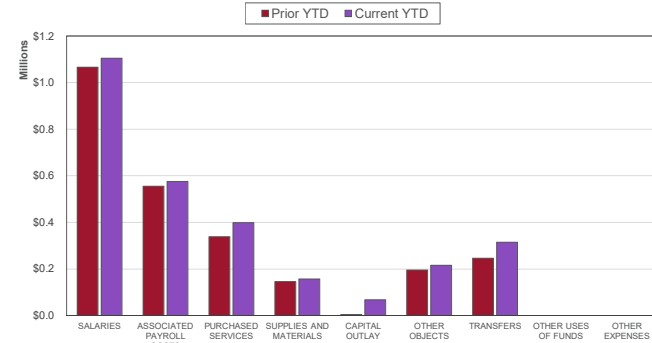


General Fund Expenditures

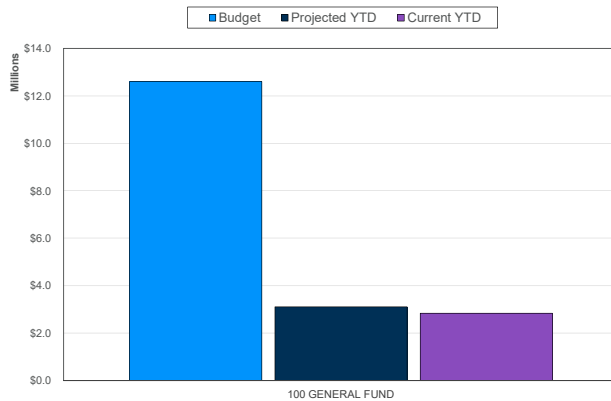
Top 10 GENERAL FUND Expenditures by Program (Year-to-Date)

Licensed Salaries	\$468,709
Classified Salaries	\$242,888
Employees Insurance	\$234,371
Administrators	\$228,994
Pers Ual Contribution	\$184,979
Property Insurance Premiums	\$169,856
Reimbursable Student Transportation	\$124,413
Transfer To Building Fund	\$121,000
Other Transfers	\$118,579
Managerial-Classified- Conf	\$83,351
Percent of Total Expenditures Year-to-Date	69.76%

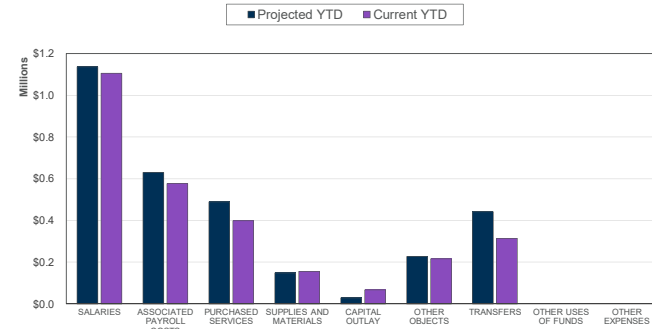
GENERAL FUND Expenditures by Object | Prior YTD vs. Current YTD



Expenditures by Fund | Budget / Projected YTD / Current YTD



GENERAL FUND Expenditures by Object | Projected YTD vs. Current YTD

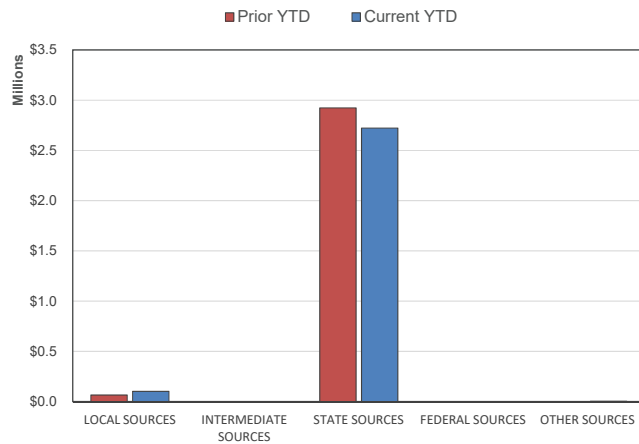


100 GENERAL FUND | Financial Summary by Object

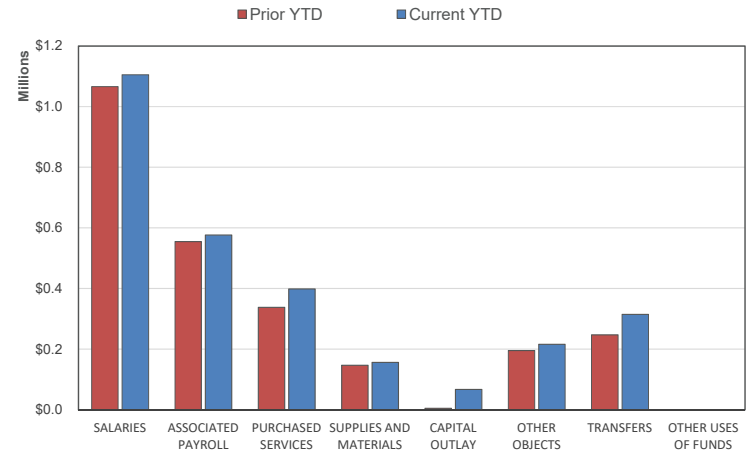
For the Period Ending October 31, 2021

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
Beginning Fund Balance	\$ 1,819,360	\$ 1,819,360		\$ 1,899,600	\$ 1,500,000	
REVENUES						
Local Sources	65,745	3,871,949	1.70%	103,167	4,155,050	2.48%
Intermediate Sources	-	128,364	0.00%	-	125,000	0.00%
State Sources	2,924,021	6,861,661	42.61%	2,722,674	6,828,811	39.87%
Federal Sources	-	-		-	-	
Other Sources	-	-		4,510	-	
TOTAL REVENUE	\$ 2,989,766	\$ 10,861,974	27.53%	\$ 2,830,351	\$ 11,108,861	25.48%
EXPENDITURES						
Salaries	\$ 1,065,993	\$ 5,338,433	19.97%	\$ 1,105,218	\$ 5,359,537	20.62%
Associated Payroll Costs	554,888	2,886,207	19.23%	576,502	3,105,454	18.56%
Purchased Services	338,012	1,645,667	20.54%	398,346	2,150,000	18.53%
Supplies and Materials	146,633	435,848	33.64%	156,434	356,546	43.87%
Capital Outlay	5,000	5,000	100.00%	67,365	67,000	100.55%
Other Objects	195,234	205,158	95.16%	215,959	235,645	91.65%
Transfers	246,926	246,926	100.00%	314,579	334,679	93.99%
Other Uses of Funds	-	-		-	1,000,000	0.00%
Other Expenses	-	-		-	-	
TOTAL EXPENDITURES	\$ 2,552,686	\$ 10,763,238	23.72%	\$ 2,834,403	\$ 12,608,861	22.48%
SURPLUS / (DEFICIT)	\$ 437,080	\$ 98,735		\$ (4,052)	\$ (1,500,000)	
ENDING FUND BALANCE	\$ 2,256,441	\$ 1,918,096		\$ 1,895,548	\$ -	

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD



Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2021-2022

Criteria: From Check Date: 10/01/2021 To: 10/31/2021 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
0	ALISON CHEATHAM	\$856.21
0	AMANDA GREENE	\$460.00
0	AMAZON CAPITAL SERVICES	\$4,308.89
0	AMUZU, NICOLE M	\$90.72
0	ANDERSON, MEGAN A	\$82.13
59450	ANTHONY PAOLO	\$124.95
59385	ARMOR ZONE ATHLETICS LLC	\$125.00
0	BELL, ARDIS	\$106.63
0	BELT-VERHOEF, STEPHANIE	\$119.83
0	BETHANY HAGGARD	\$1,000.00
0	BLACKBOARD INC.	\$1,755.00
59386	BRIGHTSIDE ELECTRIC AND	\$1,450.00
59404	BRIGHTSIDE ELECTRIC AND	\$90.00
59435	BRIGHTSIDE ELECTRIC AND	\$601.75
59458	BRIGHTSIDE ELECTRIC AND	\$5,113.00
0	BRYAN LONG	\$661.01
0	CDW-GOVERNMENT, INC	\$389.34
0	CENTURY LINK	\$559.48
59387	CITY OF CARLTON	\$17,558.75
59388	CITY OF YAMHILL	\$3,810.16
59437	CLASSROOM LAW PROJECT	\$300.00
59438	CLIMATE CONTROL	\$1,878.00
59439	COMCAST NETWORK SERVICES	\$17,824.02
59419	CPM EDUCATIONAL PROGRAM	\$100.00
0	CRYSTAL SHULMIRE	\$129.34
59389	CVE TECHNOLOGIES GROUP INC	\$7,680.00
59390	DAVISON AUTO PARTS	\$19.60

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2021-2022

Criteria: From Check Date: 10/01/2021 To: 10/31/2021 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
59440	DAVISON AUTO PARTS	\$10.53
59459	DAVISON AUTO PARTS	\$349.98
59460	DEMCO	\$196.69
59420	DEMME LEARNING	\$860.00
0	DILLOW, ELIZABETH J	\$69.81
0	DUDE SOLUTIONS INC	\$3,394.50
59406	EDUPOINT EDUCATION SYSTEMS LLC	\$3,390.40
0	ERIN CONNAUGHTON	\$251.94
0	ESS WEST LLC	\$12,528.16
59441	FLINN SCIENTIFIC INC	\$293.04
59462	FLINN SCIENTIFIC INC	\$342.12
0	FOLEY, ANNE MICHELLE	\$66.00
59463	GARRETT, HEMANN, ROBERTSON	\$120.00
59451	GIUDICE, BEN	\$160.00
59391	GORMLEY PLUMBING AND HEATING	\$303.00
59421	GORMLEY PLUMBING AND HEATING	\$766.50
0	HEATHER MCINNIS	\$189.90
59422	HEINEMANN	\$656.65
0	HORNICK, JEFFREY A	\$29.95
59407	HUNGERFORD LAW FIRM, LLP	\$268.45
59393	IRON MOUNTAIN INCORPORATED	\$178.01
59466	JACKRIS PUBLISHING LLC	\$755.21
59452	JAMES RASKE	\$50.00
0	JAYLYNN REA	\$171.95
59453	JENNIFER JOHNSON	\$255.16
59454	JESSICA ZMUDA	\$500.00
59455	JOHNSTON, CARALEE	\$259.50

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Criteria: From Check Date: 10/01/2021 To: 10/31/2021 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 900

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☒ Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
0	JONATHAN GROVER	\$680.00
59467	JOSTENS	\$12.30
59456	JULIE BRANDAO	\$99.95
59408	JUNIOR LIBRARY GUILD	\$1,113.92
59423	JUNIOR LIBRARY GUILD	\$480.90
0	KARISSA PETERSON	\$65.00
0	KATIE LEN WAI	\$435.00
0	KATIE PORRITT	\$1,317.70
0	KONE INC	\$639.90
0	KRISTA CAIN	\$132.95
0	LATISHA BARKER	\$178.95
59424	LAWRENCE COMPANY	\$100.00
59468	LEARNING WITHOUT TEARS	\$442.79
0	LINDSEY MOORE	\$105.00
59469	LOMELI, JASMINE	\$105.00
59394	LOWE'S COMPANIES INC.	\$1,039.86
59425	LOWE'S COMPANIES INC.	\$267.79
59442	LOWE'S COMPANIES INC.	\$191.79
59470	LOWE'S COMPANIES INC.	\$722.35
0	LUCIANA RUMAGIT	\$265.00
59443	MAC ROOFING AND SIDING CONSTRUCTION LLC	\$750.00
59471	MCMINNVILLE GAS INC.	\$28,551.95
59444	MCMINNVILLE HIGH SCHOOL	\$150.00
0	MCNEELY, CHEYENNE L	\$134.84
0	MICHAEL ERWIN	\$408.00
0	MID COLUMBIA BUS CO., INC	\$130,155.97
59426	MIKES RESTAURANT EQUIPMENT LLC	\$473.70

Yamhill-Carlton School District No. 1

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Fiscal Year: 2021-2022

Criteria: From Check Date: 10/01/2021 To: 10/31/2021 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
59409	OETC	\$5,445.70
59410	OFFICE DEPOT, INC	\$7,585.20
59395	OREGON EQUIPMENT SALES LLC	\$251.55
59427	OREGON SMALL SCHOOLS ASSOC	\$1,026.00
59412	OSFMA	\$25.00
59445	OVERHEAD DOOR CO OF PORTLAND/VANCOUVER	\$2,832.50
59396	OVS	\$60.47
0	PACIFIC OFFICE AUTOMATION	\$400.23
0	PACIFIC OFFICE AUTOMATION (LEASE)	\$1,672.83
59428	PENN STATE INDUSTRIES INC	\$112.55
59429	PORTLAND GENERAL ELECTRIC	\$10,841.36
0	QUILL CORPORATION	\$172.01
59473	RAINBOW RESOURCE CENTER, INC	\$1,501.66
59397	RECOLOGY WESTERN OREGON GARBAGE	\$443.77
59430	RECOLOGY WESTERN OREGON GARBAGE	\$251.26
0	RYAN STICKA	\$342.18
0	SAVVAS LEARNING COMPANY LLC	\$654.24
59413	SCHOLASTIC INC.	\$850.85
59431	SCHOOL OUTFITTERS	\$4,298.80
59399	SERVPRO OF HILLSBORO/FOREST GROVE	\$611.68
0	SIERRA SPRINGS	\$6.99
0	SISTO, JOANN	\$70.56
59475	STS EDUCATION	\$2,999.00
0	TAD BECKWITH	\$111.58
0	TAMARA DERBYSHIRE	\$319.24
59401	THE HOME DEPOT PRO	\$691.38
59414	THE HOME DEPOT PRO	\$1,340.94

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2021-2022

Criteria: From Check Date: 10/01/2021 To: 10/31/2021 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 900 ☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
59432	THE HOME DEPOT PRO	\$1,106.22
0	UMPQUA BANK-CC	\$3,174.06
59457	VALERIE BREWER	\$665.05
59433	VALLEY ATHLETICS	\$4,766.78
0	VANHORN, KELLY	\$200.00
0	VERIZON WIRELESS	\$2,758.52
59403	WILCO	\$221.86
0	WILLIAMSON, JASON	\$154.72
0	WILLIAMSON, JODY	\$1,006.40
59448	ZIPLY FIBER	\$2,243.55
Total for 100 - GENERAL FUND		\$323,848.56
201 - TITLE IA		
59402	TOOLS 4 READING LLC	\$1,320.00
Total for 201 - TITLE IA		\$1,320.00
204 - TITLE IIA		
59476	WESTERN OREGON UNIVERSITY	\$2,160.00
Total for 204 - TITLE IIA		\$2,160.00
212 - ESSER II FUNDS 2020-2023		
59398	SCREENCASTIFY LLC	\$1,980.00
59474	SILKE COMMUNICATIONS INC	\$586.00
Total for 212 - ESSER II FUNDS 2020-2023		\$2,566.00
213 - ESSER III FUNDS		
59461	DEMME LEARNING	\$264.00
Total for 213 - ESSER III FUNDS		\$264.00
214 - OR SUMMER SCHOOL GRANTS		
0	AMAZON CAPITAL SERVICES	\$592.40

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2021-2022

Criteria: From Check Date: 10/01/2021 To: 10/31/2021 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 900 ☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
214 - OR SUMMER SCHOOL GRANTS		
0	APEX COMPANIES, LLC	\$5,500.00
59405	EDGENUITY INC	\$20,500.00
0	FERRIER, MEREDITH A	\$206.37
59392	HEINEMANN	\$5,297.40
0	RIVAS, KAYLA M	\$95.87
Total for 214 - OR SUMMER SCHOOL GRANTS		\$32,192.04
233 - MEASURE 98		
0	AMAZON CAPITAL SERVICES	\$162.66
59400	SULLIVAN SUPPLY INC	\$2,112.20
59446	SULLIVAN SUPPLY INC	\$299.50
0	UMPQUA BANK-CC	\$225.41
0	VANDERZANDEN, BRENDA R	\$52.00
Total for 233 - MEASURE 98		\$2,851.77
250 - FOOD SERVICES		
0	AMAZON CAPITAL SERVICES	\$245.52
59464	GENERAL PARTS LLC	\$275.00
0	GOODY MAN DISTRIBUTING INC	\$220.70
59472	PROGUARD SERVICES AND SOLUTIONS	\$2,053.77
0	SPRING VALLEY DAIRY INC	\$3,074.12
59447	SYSCO FOOD SERVICES	\$8,813.10
Total for 250 - FOOD SERVICES		\$14,682.21
251 - STUDENT INVESTMENT ACCOUNT		
0	MID COLUMBIA BUS CO., INC	\$20,476.58
Total for 251 - STUDENT INVESTMENT ACCOUNT		\$20,476.58
265 - UNEMPL/RETIREE RESERVE		

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2021-2022

Criteria: From Check Date: 10/01/2021 To: 10/31/2021 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 900

☐ Page Break

☒ Exclude Invoice Description

Check Number	Vendor	Amount
265 - UNEMPL/RETIREE RESERVE		
59411	OREGON EMPLOYMENT TAX	\$7,622.14
Total for 265 - UNEMPL/RETIREE RESERVE		\$7,622.14
280 - STUDENT BODY FUNDS		
0	AMAZON CAPITAL SERVICES	\$58.93
59465	GOPHER SPORT	\$653.97
0	UMPQUA BANK-CC	\$215.17
Total for 280 - STUDENT BODY FUNDS		\$928.07
400 - CAPITAL PROJECT FUNDS - CET		
59436	BUREAU OF LABOR AND INDUSTRIES	\$1,081.75
0	OBRIEN & COMPANY LLC	\$332,529.40
Total for 400 - CAPITAL PROJECT FUNDS - CET		\$333,611.15
Grand Total:		\$742,522.52

End of Report

Yamhill-Carlton School District No. 1

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria:

From Date: 10/01/2021

To Date: 10/31/2021

Report Sort: Remit Name

UMPQUA BANK-CC				
Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND				
0	GENERAL FUND	EXECUTIVE ADMINISTRATION SERVICES	CONSUMABLE SUPPLIES & MATERIALS	\$48.30
0	GENERAL FUND	FISCAL SERVICES	CONSUMABLE SUPPLIES & MATERIALS	\$359.90
0	GENERAL FUND	FISCAL SERVICES	POSTAGE	\$24.20
0	GENERAL FUND	HIGH SCHOOL-EXTRACURRICULAR	CONSUMABLE SUPPLIES & MATERIALS	\$142.93
0	GENERAL FUND	HIGH SCHOOL-EXTRACURRICULAR	DUES AND FEES	\$498.20
0	GENERAL FUND	OFFICE OF THE PRINCIPAL	COMPUTER SOFTWARE	\$139.00
0	GENERAL FUND	OFFICE OF THE PRINCIPAL	POSTAGE	\$58.00
0	GENERAL FUND	OPERATION & MAINTENANCE - PLANT SERVICES	CONSUMABLE SUPPLIES & MATERIALS	\$260.21
0	GENERAL FUND	OPERATION & MAINTENANCE - PLANT SERVICES	REPAIRS & MAINTENANCE SERVICES	\$465.00
0	GENERAL FUND	UNDESIGNATED	ACCOUNTS RECEIVABLE	\$1,178.32
Total for GENERAL FUND				\$3,174.06
MEASURE 98				
0	MEASURE 98	GUIDANCE SERVICES	CONSUMABLE SUPPLIES & MATERIALS	\$225.41
STUDENT BODY FUNDS				
0	STUDENT BODY FUNDS	UNDESIGNATED	ACCOUNTS RECEIVABLE	\$215.17
Total for UMPQUA BANK-CC				\$3,614.64
Grand Total:				\$3,614.64

Recap for FUND for remit name

100	GENERAL FUND	\$3,174.06
233	MEASURE 98	\$225.41
280	STUDENT BODY FUNDS	\$215.17

End of Report

Yamhill-Carlton School District 1

Code: FF-AR
Adopted:

Naming Facilities

Per Board policy FF - Naming Facilities, the Board shall determine the name of a facility. If the Board chooses to utilize a committee to name the facility the process outlined below shall be followed.

Either the Board or a community member may request that a Yamhill-Carlton School District facility be named. When the Board chooses to utilize a committee for the naming of school district facilities, it shall take place in the following manner:

1. The Board shall appoint an ad hoc committee consisting of two patrons, two staff members, two Board members and two representatives of the district's leadership team;
2. The committee may solicit name nominations from students, district staff and members of the community. Nominations shall be made using the Naming School Facilities Nomination Form. The committee shall be responsible for deciding whether or not to recommend nominated names to the Board. The committee is also responsible for communicating its recommendation to the person(s) making the nomination(s);
3. The committee shall observe the following guidelines regarding recommending names:
 - a. The names suggested shall be consistent with the guidelines in policy;
 - b. The names suggested must be known and meaningful to residents of the district or the attendance area the facility will serve;
 - c. The interest of students and patrons must be considered;
 - d. The names suggested shall not conflict with the names of other district facilities or facilities in surrounding districts;
 - e. Only persons demonstrating ethical conduct and excellent character reputation and citizenship shall be recommended for Board consideration.

The committee is encouraged to recommend to the Board at least three names, but may recommend fewer names provided a justification for doing so is provided. The committee may express a preference for a name. The committee's recommendation shall be in writing and shall state the reasons for its recommendation including, but not limited to, the following:

1. Why is the person noteworthy? What, specifically, did the person do that was of significance?
2. Was the person unusually dedicated? In what ways?
3. Did the person's contribution extend over a relatively long period of time?
4. Who will or has benefitted from this person's contributions?
5. How does or did this individual demonstrate ethical conduct, excellent character, reputation and citizenship?

6. If the name suggested is that of a geographic feature or Yamhill-Carlton education terminology, practice or concept, why is it noteworthy to have a district facility or portion of a facility named for it?

The Board shall make the final determination regarding the suitability of nominees and when appropriate shall request the district to conduct background checks regarding each nominee.

The Board may elicit broader community, staff and student input prior to making a decision.

Rescinding Facility Names

The district recognizes that the official name selected for an educational facility is a vital factor in the public image of the school system. The honor and integrity of the name selected reflects on both the district and the educational facility. With these concerns in mind, the Board may consider action to rescind an approved name of an educational facility.

Sufficient cause to rescind the name of an educational facility or portion thereof exists when, as determined by the Board, the individual, corporation, association or entity for which the facility or portion of the facility is named has been convicted of a felony, a crime involving moral turpitude or participated in any disreputable behavior that would have a negative reflection or would bring discredit to the district.

If the Board rescinds a name that has been assigned to a district facility, the ad hoc committee may convene to consider other recommendations or the Board may decide to not name the facility.

Yamhill-Carlton School District 1
COMMITTEE RECOMMENDATION
FOR
NAMING SCHOOL DISTRICT FACILITIES

1. Description of district facility to be named: _____

2. Suggested name: _____

3. If the name suggested is that of a person:

Why was the person noteworthy? What, specifically did he/she do of significance? _____

Was this person unusually dedicated? In what ways? _____

Did the person's contribution extend over a relatively long period of time? _____

Who will/did benefit from this person's contributions? _____

Are there long-term benefits? If so, what are the benefits? _____

If the name suggested is that of a geographic feature or Yamhill-Carlton educational terminology, practice or concept, why is it noteworthy enough to have a district facility named for it? _____

Did the person contribute significant monetary resources to construct, complete construction, or improve the facility? Please describe.

Date _____

Names of those making initial suggestion: _____

Yamhill-Carlton School District 1

Code: FF
Adopted:

Naming Facilities

The Board shall determine the name of district facilities, parts of facilities or property. Consideration may be given to geographic location, historic events or to local, state, national or international persons who have made a significant contribution to humanity or education, or a person who has made a monetary contribution to the district. Such persons may be living or honored posthumously. Neither personal prejudice nor political pressure should influence the decision process.

The Board reserves the right to rename any facility, and may under certain circumstances remove the name of a facility.

The superintendent shall develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107

Yamhill Carlton School District 1

Code: IKF
Adopted:

Graduation Requirements** (Version 1)

The Board ~~will~~ establishes² graduation requirements for ~~the~~ awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

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

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

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

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits² which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

¹ As defined in ORS 30.297.

² If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists.

2. Four credits in ~~English~~-language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (including history, civics³, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination), and
8. One credit in Advisory/Career Exploration.

Honors Diploma

In addition to the Standard Diploma, Yamhill Carlton High School offers an Honors Diploma. The Honors Diploma recognizes the student who pursues a more rigorous course load throughout their four years of high school. An honors diploma will be awarded to students in grades 9 through 12 who maintain a 3.5 cumulative GPA complete a minimum of 27 credits which include at least:

1. Four credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in ~~English~~-language arts (shall include the equivalent of one unit in written composition);
3. Four credits in science;
4. Three credits in social sciences (including history, civics⁴, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination); and
8. One credit in Advisory/Career Exploration.
9. Complete 3 of the specialty categories from the following list:

³ Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

⁴ Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

Mathematics	5 Credits including Calculus
Science	4 Credits – <i>If 3 Credits, must be Biology I and above, not CTE</i>
Spanish	4 Credits
Adv. Humanities	2 of the following; Adv. English, Adv. US History, Law & Politics, History Through Film or Veteran’s Legacies. (<i>earning college credit not required</i>)
Fine and Performing Arts	4 Years of the same track (Theater, Music or Visual Arts)
CTE	4 credits

Distinguished Diploma

In addition to the Standard Diploma, Yamhill Carlton High School offers a Distinguished Diploma. The Distinguished Diploma recognizes the student who pursues a more rigorous course load than is required by the Honors Diploma throughout their four years of high school. A Distinguished diploma will be awarded to students in grades 9 through 12 who maintain a 3.5 cumulative GPA complete a minimum of 28 credits which include at least:

1. Four credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in ~~English~~ language arts (shall include the equivalent of one unit in written composition);
3. Four credits in science;
4. Three credits in social sciences (including history, civics⁵, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education;
7. Four credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination); and
8. One credit in Advisory/Career Exploration.
9. Complete 4 of the specialty categories from the following list:

Mathematics	5 Credits including Calculus
Science	4 Credits – <i>If 3 Credits, must be Biology I and above, not CTE</i>

⁵ Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

Spanish	4 Credits
Adv. Humanities	2 of the following; Adv. English, Adv. US History, Law & Politics, History Through Film or Veteran's Legacies. <i>(earning college credit not required)</i>
Fine and Performing Arts	4 Years of the same track (Theater, Music or Visual Arts)
CTE	4 credits

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

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must⁶:

~~1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;~~

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Essential Skills

~~The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin.~~

~~[⁷]The district will develop procedures to provide assessment options as described in the *Test Administration Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.]~~

[Essential Skills Appeal]

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

Modified Diploma

⁶ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

~~[⁷This paragraph is required if the district allows ELL students to demonstrate proficiency in Essential Skills in their language of origin.]~~

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

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

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

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

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

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

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

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

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for

approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;

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

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

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

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

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

Extended Diploma

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in ~~English~~ language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

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

Other District Responsibilities

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

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in ~~either~~ the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

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

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

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. ~~Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.~~ Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁸ and submitting the form to the district.

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

~~The district shall establish conduct and discipline consequences for student-initiated test impropriety.~~ The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)

[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)
[OAR 581-022-2010](#)

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

⁸ [www.ode.state.or.us: Educator Resources > Student Assessment > Test Administration > Forms > 2018-2019 30-day notice and opt-out form](http://www.ode.state.or.us/EducatorResources/StudentAssessment/TestAdministration/Forms/2018-2019-30-day-notice-and-opt-out-form) Oregon Department of Education page for: [30-day notice and opt-out form](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
House Bill 2056 (2021).
Senate Bill 744 (2021).

Yamhill Carlton School District

Code: AC
Adopted: 10/9/2006
Revised: ____/____/____

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation², gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act ~~of 1990~~ and Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments ~~of 1972~~, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 192.630](#)

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

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.~~

[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
~~[ORS 659.870](#)~~
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)

[ORS 659A.409](#)
[OAR 581-002-0001 – 002-0005](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2012~~2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (~~2012~~2018); 29 C.F.R Part 1626 (~~2018~~2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (~~2012~~2018); 29 C.F.R. Part 1630 (~~2018~~2019); 28 C.F.R. Part 35 (~~2018~~2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2012~~2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (~~2012~~2018); 34 C.F.R. Part 104 (~~2018~~2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (~~2012~~2018);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2018~~2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018); 28 C.F.R. §§ 42.101-42.106 (~~2018~~2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2012~~2018); 29 C.F.R. § 1601 (~~2018~~2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (~~2012~~2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (~~2012~~2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2012~~2018); 29 C.F.R. Part 1635 (2019).

House Bill 2935 (2021).

House Bill 3041 (2021).

Yamhill Carlton School District

Code: AC-AR
Adopted: 4/9/2020
Revised: ____/____/____

Discrimination Complaint Procedure

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

Step 1: ^[1]Complaints may be oral or in writing and must be filed with the [principal]. Any staff member that receives an oral or written complaint shall report the complaint to the [principal].

The [principal] shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within [10] school days of receipt of the complaint.

Step 2: If the complainant wishes to appeal the decision of the [principal], the complainant may submit a written appeal to the superintendent [or designee] within [five] school days after receipt of the [principal]'s response to the complaint.

The superintendent [or designee] shall review the [principal]'s decision within [five] school days and may meet with all parties involved. The superintendent [or designee] will review the merits of the complaint and the [principal]'s decision. The superintendent [or designee] will respond in writing to the complainant within [10] school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent [or designee], a written appeal may be filed with the Board within [five] school days of receipt of the superintendent's [or designee's] response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative [at the next regular or special Board meeting] [a Board meeting]. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within [10] days of this meeting.

If the [principal] is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent [or designee].

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. [The Board may refer the investigation to a third party.]

¹ [For district information. The district's timeline established by each step of the district's complaint procedure must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. The district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)]

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

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

The complainant, if a person who resides in the district, a parent or guardian of a student who attends school in the district-or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initialing filing of the complaint, may appeal² the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Charter Schools of which the District Board is a Sponsor

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

OR

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

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint	Date	School or Activity
---------------------------------	------	--------------------

Student/Parent ☐ Employee ☐ Job applicant ☐ Other ☐ _____

Type of discrimination:

- | | | |
|--|--|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Mental or physical disability | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital status | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Familial status | <input type="checkbox"/> Discriminatory use of a Native American mascot |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Economic status | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> National or ethnic origin | <input type="checkbox"/> Veterans' status | |
| <input type="checkbox"/> Gender identity | <input type="checkbox"/> Age | |

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.)

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

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the {principal}.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Yamhill Carlton School District

Code: GBA
Adopted: 10/9/2006
Revised: 5/8/2017, 4/9/2020, ____/____/____

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation², gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition³, age, veterans' status⁴, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁵ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act ~~of 1990~~, and the Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments ~~of 1972~~. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 408.225	ORS 659.870
ORS 243.317 – 243.323	ORS 408.230	ORS 659A.003
ORS 326.051	ORS 408.235	ORS 659A.006
ORS 332.505	ORS 652.210 - 652.220	ORS 659A.009
ORS 342.934	ORS 659.850	ORS 659A.029

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated within the individual’s sex at birth.~~

³ This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

⁴ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁵ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.082](#)
[ORS 659A.109](#)
[ORS 659A.112](#)
[ORS 659A.147](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)

[ORS 659A.321](#)
[ORS 659A.409](#)
[ORS 659A.820](#)
[OAR 581-021-0045](#)
[OAR 581-022-2405](#)
[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)

[OAR 839-006-0455](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (~~2012~~2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2012~~2018).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (~~2012~~2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2019~~2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2012~~2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (~~2012~~2018).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2012~~2018).
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

House Bill 2935 (2021)
House Bill 3041 (2021)

Yamhill Carlton School District

Code: GBEA
Adopted: 4/9/2020
Revised: ____/____/____

Workplace Harassment *

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

[ORS 243.317 - 243.323](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.820](#)
[ORS 659A.875](#)

[ORS 659A.885](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2012~~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 (~~2019~~2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

House Bill 3041 (2021)

OSBA Model Sample Policy

Code: GBNA-AR

Revised/Reviewed:

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

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

Definitions

1. “Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.
2. “District” includes district facilities, district premises, and nondistrict property if the employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips, athletic events or where the employee is engaged in district business.
3. “Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a staff member for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored work activity, work group or work assignment, or other such activities intended to degrade or humiliate regardless of the person’s willingness to participate.
4. “Harassment” is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), sexual orientation⁺, gender identity, national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.
5. “Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the perception of the other’s race, color, religion, national origin, disability, ~~or~~ sexual orientation or gender identity.
6. “Bullying” is a pattern of repeated mistreatment that harms, intimidates, undermines, offends, degrades, or humiliates an employee.
7. “Cyberbullying” means the use of any electronic device to [convey a message in any form (e.g., text, image, audio, or video) that intimidates, harasses, or otherwise harms, insults, or humiliates another in a deliberate, repeated or hostile and unwanted manner under a person’s true or false identity. In

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

addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying.] [harass, intimidate, or bully.] Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.

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

Reporting Procedures

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

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

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

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

Step 1 Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying (e.g., complaints, rumors) shall be presented to the [principal or superintendent]. Reports against the principal shall be filed with the superintendent. Information may be presented anonymously. Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

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

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

Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10]

working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within [10] working days.

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

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

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

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

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

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

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

Yamhill Carlton School District

Board Policy

Code: **IGBHA**
Adopted: 5/12/08
Revised: ____/____/____

Alternative Education Programs

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district’s alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private alternative education program shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable. **[A qualified district may contract with a qualified private alternative education program to provide services to a qualified home-schooled child.]**

Students, ~~upon approval from~~ after consultation with a parent or guardian, may be placed in an alternative education program if the district determines that the placement serves the student’s educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student’s resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of an alternative education program or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less. ~~The district will enter into a written contract for a district-approved private alternative education programs, as required by~~ When contracting with a private alternative education program, the district’s contract will meet the requirements of law.

END OF POLICY

Legal Reference(s):

ORS 329.485	OAR 581-021-0071
ORS 332.072	OAR 581-022-2320
ORS 336.014	OAR 581-022-2505
ORS 336.175	OAR 581-023-0006
ORS 336.615 - 336.665	OAR 581-023-0008
ORS 339.030	
ORS 339.250	
OAR 581-021-0045	
OAR 581-021-0065	
OAR 581-021-0070	

Yamhill-Carlton School District 1

Code: **IGBI**
Adopted: 10/09/06
Revised: ____/____/____

Bilingual Education

Bilingual Education**

Students whose primary language is ~~a language~~ other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction and other educational activities.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

~~ORS 336.074~~

~~ORS 336.079~~

~~OAR 581-021-0046~~

~~OAR 581-022-2310~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (~~2012~~2018).

Yamhill Carlton School District 1

Code: IL
Adopted: 10/09/06
Revised: 12/10/12; 4/11/16; ___/___/___

Assessment Program**

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards ~~and Essential Skills~~ and to identify students who meet or exceed the performance standards ~~and Essential Skills~~ adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
- ~~2. Assessment of Essential Skills;~~
- 3.2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
- 4.3. Assessments by individual teachers;
- 5.4. ~~Optional~~ Other schoolwide and grade levelwide assessments, ~~as recommended by the superintendent and as approved by the Board.~~

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards ~~and Essential Skills~~. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education (ODE), will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing and submitting ODE's opt-out form¹ to the school. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices² and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

~~A student may opt out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms to the student. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices³ that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.~~

~~The district shall establish conduct and discipline consequences for student-initiated test impropriety.~~ The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The superintendent shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

Legal Reference(s):

ORS 40.245	ORS 659.870	OAR 581-022-2110
ORS 326.565	OAR 581-021-0009	OAR 581-022-2115
ORS 326.575	OAR 581-021-0030	OAR 581-022-2250
ORS 329.479	OAR 581-022-1910	OAR 581-022-2270
ORS 329.485	OAR 581-022-2030	OAR 581-022-2310
ORS 336.187	OAR 581-022-2060	House Bill 3041 (2021)
ORS 659.850	OAR 581-022-2100	Senate Bill 602 (2021)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2021).

¹ Oregon Department of Education page for: [30-day notice and opt-out form](#)

² Districts are required to provide notice twice each year: once at the beginning of the year and second time at least 30 days prior to the administration of the test.

~~³ Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test.~~

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2012~~2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2017~~2021).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~2018).

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2012~~2018).

Yamhill Carlton School District 1

Code: JB
Adopted: 10/09/06
Revised: ____/____/____

Equal Educational Opportunity[**]

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation¹, gender identity, race², religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

[The district shall develop and implement an Equal Educational Opportunity Plan that assures that][n]o student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district.

[A student or parent may also access and use the district's general complaint procedure through Board policy KL - Public Complaints.]

All reports, complaints or information will be investigated.

[The district will communicate the availability of policy and available complaint procedures to students and their parents through available district communication systems[,] [and] [handbooks] [and will be published to the district website and made available at the district office during regular business hours].]

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659.852	ORS 659A.406
ORS 192.630	ORS 659A.001	OAR 581-021-0045
ORS 326.051	ORS 659A.003	OAR 581-021-0046
ORS 329.025	ORS 659A.006	OAR 581-022-2310
ORS 332.107	ORS 659A.103 - 659A.145	OAR 839-003-0000
ORS 336.086	ORS 659A.400	
ORS 659.850	ORS 659A.403	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

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

² Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020). Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019). Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018). House Bill 2935 (2021). House Bill 3041 (2021).

OSBA Model Sample Policy

Code: JFC
Adopted: ____/____/____

Student Conduct** (Version 1)

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and to maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student handbook, code of conduct or other document shall be developed by district administration[, in cooperation with staff,] and will be made available and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct. In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school. [All rules applying to student conduct shall be posted in a prominent place in each school building.]

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. [Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.] Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.¹

The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

¹ The district is prohibited from retaliating against any student "for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation." ORS 659.852.

Legal Reference(s):

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

[ORS 659.850](#)

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

Nondiscrimination on the Bases of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

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

Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).

C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

Yamhill Carlton School District 1

Code: **ACB**
Adopted: 12/10/20
Revised: _____

Every Student Belongs

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior.

“Symbol of hate” means nooses^[1], symbols of neo-Nazi ideology or the battle flag of the Confederacy.

The district prohibits the use or display of any symbols of hate on school property² or in an education program³ except where used in teaching curriculum that is aligned with state standards of education for public schools.

In responding to the use of any symbols of hate or bias incidents, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual because that individual has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

¹ [The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).]

² “School property” means any property under the control of the district.

³ “Education program” includes any program, service, school or activity sponsored by the district.

Legal Reference(s):

ORS 659.850
ORS 659.852
OAR 581-002-0005

OAR 581-022-2312
OAR 581-022-2370

House Bill 2697 (2021)
House Bill 3041 (2021)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

Yamhill Carlton School District 1

Code: **ACB-AR**
Adopted:

Bias Incident Complaint Procedure

The terms “bias incident” and “symbols of hate” are defined in policy. Persons impacted by a bias incident or display of a symbol of hate shall be defined broadly to include persons directly targeted by an act, as well as the community of students as a whole who are likely to be impacted by the act.¹

Step 1: When a staff member learns of a potential bias incident or display of a symbol of hate, the staff member will prioritize the safety and well-being of all persons impacted and promptly report the incident to the building or program administrator.

Step 2: The administrator or designee shall acknowledge receipt of the complaint, reduce the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and commit to preventing further harm against those persons impacted from taking place. Educational components and redirection procedures, if any, will:

- Address the history and impact of bias and hate;
- Advance the safety and healing of those impacted by bias and hate;
- Promote accountability and transformation for people who cause harm; and
- Promote transformation of the conditions that perpetuated the harm.

The administrator or designee must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly².

The administrator or designee will determine responsibility within 10 days of receiving the complaint.

All persons impacted by the act will be provided with information³ relating to the investigation and outcome of the investigation, including:

- Notice that an investigation has been initiated;
- Notice when an investigation has been completed;
- Findings of the investigation and the final determination based on those findings;
- Actions taken to remedy a person’s behavior and prevent reoccurrence; and

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² The nature of the behavior or act must determine the process used to respond; what rights and protections are available to the person(s) impacted by the behavior or act; and an individual’s right to appeal to the Oregon Department of Education or the U.S. Department of Education.

³ For additional information regarding required notices, see OAR 581-022-2312(4)(e)(E).

- When applicable, the legal citation of any law prohibiting disclosure of any information described above, and an explanation of how that law applies to the current situation.

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator or designee, the complainant or respondent may submit a written appeal to the superintendent within five school days after receipt of the administrator or designee's response to the complaint.

The superintendent shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent will review the merits of the complaint and the administrator or designee's decision. The superintendent will respond in writing to the complainant within 10 school days.

The superintendent will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within five school days of receipt of the superintendent's response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing within 10 days of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator or designee, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the superintendent or designee and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal⁴ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁵

Building administrators will develop and implement instructional materials to ensure that all school employees, staff and students are made aware of the policy, this administrative regulation and related

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

⁵ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

