



**Yamhill Carlton School District
Board of Directors – YCSD Boardroom
120 N Larch Place, Yamhill, OR 97148**

Thursday, March 12th, 2020

Board Work Session 6:45pm

AGENDA

A. Call to Order Work Session

B. Sub-Committee Reports:

1. Facilities & Security (J. Bibb, K. Watson) – April 3rd, 2020
2. Negotiations (K. Watson & S. FitzGerald) - TBD
3. Board Policy (S. FitzGerald & J. Egland) – April 28th, 2020
4. Curriculum (S. FitzGerald & M. Gometz) – March 19th, 2020
5. Activities (J. Bibb, J. Egland) – June 11th, 2020
6. Finance (J. Egland, S. FitzGerald) – April 21st, 2020
7. Communications (M. Gometz & K. Watson) – April 9th, 2020

C. Adjournment

Items that are ***BOLD ITALICS*** are possible Action Items.

INTERPRETERS FOR THE HEARING IMPAIRED: To request interpreter services for this meeting call 503-852-6980 at least 24 hours prior to the meeting.



**Yamhill Carlton School District
Board Of Directors
Yamhill Carlton School District Board Room
120 N Larch Place, Yamhill, OR 97148**

Thursday, March 12th, 2020

Regular Session- 7:00 PM

AGENDA

Regular Session

- I. Call to Order Regular Session- 30 Minutes*
- II. Flag Salute*
- III. Individuals, Delegations, Recognition, and Communications
 1. Student Spotlight - YCIS

Public Comment – The Board welcomes you to its monthly meeting. We ask that you complete an Intent to Speak Form and turn it in to the Board secretary at this time. 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

V. Regular Session- Consent Agenda

1. *Approval of Board of Directors Minutes*
 - a. *School Board Work & Regular Session of February 13th, 2020 (Pg 1)*
 - b. *School Board Policy Work Session of February 25th, 2020 (Pg 5)*
2. *HR Report (Pg 6)*
3. *Enrollment Report (Pg 7)*

VI. Announcements and Reports: — 30 Minutes

- I. YCES – Chad Tollefson (Pg 9)
- II. YCIS – Matt Wiles (Pg 11)
- III. YCHS – Clint Raever & Scott Henderson (Pg 13)
- IV. YCHS Student Body Representative – Dylan McInnis
- V. Financial Report and List of Bills for February 2020 – (Action Item) (Pg 16)
- VI. District Facilities- John Mortimore
- VII. Superintendent's Report- Charan Cline (Pg 26)

VII. New Business:

- I. Sports Sponsorship Contract – Nike (Action Item) (Pg 27)
- II. Out of State Travel – December 2020 – Boys Basketball (Pg 29)
- III. Grade Level Move Approval (Action Item)
- IV. SIA Grant Application Approval (Action Item) (Pg 30)
- V. Licensed Renewals (Action Item) (Pg 64)
- VI. Administrative Renewals (Action Item) (Pg 65)
- VII. 403(b) Plan Document Approval (Action Item) (Pg 66)
- VIII. Policy – 1st Reading
 - a. Graduation Requirements – IKF (Pg 68)
 - b. Board Member Standards of Conduct – BBF (Pg 75)
 - c. Executive Sessions – BDC (Pg 77)
 - d. Minutes of Board Meetings – BDDG (Pg 79)
 - e. Expulsions – JGE (Pg 80)
 - f. Unmanned Aircraft System (UAS) a.k.a Drone – ECACB (Pg 83)
 - g. Student Transportation Services – EEA (Pg 86)
 - h. Compulsory Attendance – JEA (Pg 89)
 - i. Admissions – JEC (Pg 92)
 - j. Admission of Resident Students – JECA (Pg 94)
 - k. Equal Employment Opportunity – GBA (Pg 96)
 - l. Workplace Harassment – GBEA (Pg 98)



**Yamhill Carlton School District
Board Of Directors
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- m. Workplace Harassment Reporting and Procedure – GBEA-AR (Pg 100)
- n. Use of Restraint or Seclusion – JGAB (Pg 105)
- o. Medications – JHCD/JHCDA (Pg 109)
- p. Medications – JHCD/JHCDA-AR (Pg 112)
- q. License Requirements – GCA (Pg 120)
- r. Personal Electronic Devices and Social Media – Staff – GCAB (Pg 122)
- s. Volunteers – IICC (Pg 124)
- t. Reporting of Suspected Abuse of Child – JHFE (Pg 126)
- u. Reporting of Suspected Abuse of Child – JHFE-AR (Pg 129)
- v. Reporting Requirements Regarding Sexual Conduct with Students – JHFF/GBNAA & GBNAA/JHFF (Pg 133)
- w. Reporting Requirements Regarding Sexual Conduct with Students – JHFF/GBNAA-AR (Pg 139)
- x. Discrimination Complaint Procedure – AC-AR (Pg 144)
- y. Public Complaints – KL (Pg 147)

VIII. Board of Directors Comments

IX. *Adjournment*

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 503-852-6980 at least 24 hours prior to the meeting.

YAMHILL CARLTON SCHOOL DISTRICT NO.1

BOARD OF DIRECTORS

Yamhill Carlton School District Board Room
120 N Larch Place, Yamhill, OR 97148

Thursday, February 13th, 2020 Work Session – 6:45 PM

MINUTES

Board Members: Susan FitzGerald, Jami Egland Jack Bibb, Megan Gometz and Ken Watson.

DO/Administration Staff: Superintendent Charan Cline, Board Secretary Michelle Rettke, Business Manager Tami Zigler, Special Programs Director John Horne, YCES Principal Chad Tollefson, YCIS Principal Matt Wiles, and YCHS Principal Clint Raever

Also Present: G. Manson, P Manson, L. Watkins, S. Shore, P. Babington, L. Heatherly, S. McInnis, G. Dromgoole, E. Chadwick

Call to Order Work Session – 6:45pm by S. FitzGerald

- I. Sub Committee Reports
 - a. Facilities and Security (J. Bibb & K. Watson) – Nothing new to report
 - b. Negotiations (K. Watson & S. FitzGerald) - Nothing new report
 - c. Board Policy (S. FitzGerald & J. Egland) – Meeting on February 25th, 2020
 - d. Curriculum (S. FitzGerald & Megan Gometz) – Reviewed SSA Survey results, picking out commonalties (Mental health, math, class size, after school tutoring)
 - e. Activities (J. Bibb & J. Egland) – nothing new to report
 - f. Finance (J. Egland & S. FitzGerald) – Payoff of US Bank loan, budget committee member renewals, supplemental budget, applied for grants (Facilities assessment, long range planning and seismic rehabilitation)
 - g. Communications (M. Gometz & K. Watson) – reviewed how sought input for SSA Survey – presented to 12 different groups. Praised work of Communications Specialist, S. Kaufmann.

With no further discussion, the meeting adjourned 6:58 pm.

Minutes by: Michelle Rettke, Board Secretary

YAMHILL CARLTON SCHOOL DISTRICT NO.1

BOARD OF DIRECTORS

Yamhill Carlton School District Board Room
120 N Larch Place, Yamhill, OR 97148

Thursday, February 13th, 2020

Regular Session – 7:00pm

MINUTES

Board Members: Susan FitzGerald, Jami Egland Jack Bibb, Megan Gometz and Ken Watson.

DO/Administration Staff: Superintendent Charan Cline, Board Secretary Michelle Rettke, Business Manager Tami Zigler, Special Programs Director John Horne, YCES Principal Chad Tollefson, YCIS Principal Matt Wiles, and YCHS Principal Clint Raever

Also Present: G. Manson, P Manson, L. Watkins, S. Shore, P. Babington, L. Heatherly, S. McInnis, G. Dromgoole, E. Chadwick

Flag Salute

- I. Called to order by Chair S. FitzGerald at 7:00 PM
- II. Individuals, Delegations, Recognition and Communications

Student Spotlight – Battle of the Books (YCES) – 11 teams participating this year, each team read 16 books

Board Appreciation – Thanks for all you do

Public comment – None

- III. Review of Agenda

J. Egland motioned to approve the agenda as presented. M. Gometz seconded. All in favor, motion carried.

- IV. Regular Session – Consent Agenda

K. Watson motioned to approve the consent agenda as presented. J Bibb seconded. All in favor, motion carried.

- V. Announcements and Report

- I. YCES – Chad Tollefson – Finished off 1st Semester strong, ended January with Literacy night, pilot iReady in Math (one classroom at each grade level). Kagan coach on-site went to all classrooms – provided feedback to all – building feedback was “We are implementing better than most schools at this point in process”
- II. YCIS – Matt Wiles – also finished off 1st Semester, another round of Diebls testing, attended RTI conference – ready to evaluate system and areas of improvement, STEM Fair in dome included lots of really need projects. Kagan Coach on site tomorrow, working on addressing mission statement of building, turn around in attendance.

- III. YCHS – Clint Raever/Scott Henderson – 2 weeks into new semester, fire science class well received, attendance is up slightly from last month, Winter sports wrapping up. Will begin state testing in March
- IV. YCHS Student Body Representative – Grace Armstrong – Hoping to have a strong showing in athletics at state playoffs, fundraisers for student fighting Hodgins Lymphoma, FFA week coming up.
- V. Financial Report & List of Bills for January 2020

J. Bibb motioned to approve the financial report and list of bills for January 2020 as presented. J. Egland seconded. All in favor, motion carried.

- VI. District Facilities – See report in board packet.
- VII. Food Service – Gia – Admin review happened last month, feedback was that we were “timely, efficient, great quality, great interaction” Small areas of findings that are being corrected or have already been corrected.
- VIII. Superintendent’s Report – Board Appreciation , closed on sale of land in Yamhill, hard at work on SSA paperwork, Chemeketa Community College as Spring Welding class.

VI. New Business

I. JCI Report

Update on Status of project. Working on getting heating systems changed out. Finalizing placement of fuel tank. Hope to have it finalized in next few weeks.

II. Expiring Bond Discussion

At request of board information was provided (see packet) on replacing expiring bond. No further discussion.

III. Budget Calendar

J. Egland motioned to accept the Budget Calendar for the 2020-2021 Budget as presented. M. Gometz seconded. All in favor, motion carried.

IV. Budget Committee Members

Renewal of one member, still have on opening. Will be reaching out to schools of interested parties.

K. Watson motioned to re-new Gordan Dromgoole to the budget committee for term from July 2019 to June 2022. J. Egland seconded. All in favor, motion carried.

V. Resolution 2020-05 Approval of Supplemental Budget

K. Watson motioned to adopt resolution 2020-05 Adoption of Supplemental budget as presented. J. Bibb seconded. All in favor, motion carried.

VI. Class Size Reduction Discussion

Exploring options for class size reduction, which means some programs may need to be re-located. Primary option is to move 4th grade to YCIS building.

M. Gometz – likes the idea of high school students being able to work in preschool classes. Would love to see this happen even if preschool remains at YCES.

J. Bibb – Does moving give us “breathing room” in both buildings

Board wants to make sure communication with all parties, hold community meeting.

S. FitzGerald likes being committed to small class sizes.

K. Watson – initial thought was wants to keep 4th grade in Carlton but sees need for space and move is best long term plan.

No Board Action necessary at this time

VII. Superintendent Evaluation Questions Approval

K. Watson motioned to approve the Superintendent Evaluation Questions as presented. J. Egland seconded. All in favor, motion carried.

VIII. Policy 2nd Reading and Adoption

a. Re-Hiring of PERS Retired Staff (GCPC/GDPC)

J. Bibb motioned to adopt policy GCPC/GDPC as amended. K. Watson seconded. All in favor, motion carried.

VII. Board of Directors Comments

Thanks for the gifts and special recognition.

With no further discussion the meeting was adjourned at 8:20 pm

Minutes by: Michelle Rettke, Board Secretary

YAMHILL CARLTON SCHOOL DISTRICT NO.1

BOARD OF DIRECTORS

Yamhill Carlton School District Board Room
120 N Larch Place, Yamhill, OR 97148

Tuesday, February 25th, 2020

Work Session – 9:00 AM

MINUTES

Board Members: Susan FitzGerald

DO/Administration Staff: Superintendent Charan Cline, Board Secretary Michelle Rettke, and YCHS Principal Clint Raever

Also Present: None

- I. Called to order at 9:00 am
- II. Introductions
- III. OSBA Recommended Policies & Revisions Discussion
 - A. Graduation Requirements – IKF
 - B. Board Member Standards of Conduct – BBF
 - C. Executive Sessions – BDC
 - D. Minutes of Board Meetings – BDDG
 - E. Expulsions – JGE
 - F. Unmanned Aircraft System (UAS) a.k.a Drone – ECACB
 - G. Student Transportation Services – EEA
 - H. Compulsory Attendance – JEA
 - I. Admissions – JEC
 - J. Admission of Resident Students – JECA
 - K. Equal Employment Opportunity – GBA
 - L. Workplace Harassment – GBEA
 - M. Workplace Harassment Reporting and Procedure – GBEA-AR
 - N. Use of Restraint or Seclusion – JGAB
 - O. Medications – JHCD/JHCDA
 - P. Medications – JHCD/JHCDA-AR
 - Q. License Requirements – GCA
 - R. Personal Electronic Devices and Social Media – Staff – GCAB
 - S. Volunteers – IICC
 - T. Reporting of Suspected Abuse of Child – JHFE
 - U. Reporting of Suspected Abuse of Child – JHFE-AR
 - V. Reporting Requirements Regarding Sexual Conduct with Students – JHFF/GBNAA & GBNAA/JHFF
 - W. Reporting Requirements Regarding Sexual Conduct with Students – JHFF/GBNAA-AR
 - X. Discrimination Complaint Procedure – AC-AR
 - Y. Public Complaints - KL

With no further discussion the meeting was adjourned at 11:00 am

Minutes by: Michelle Rettke, Board Secretary

Yamhill Carlton School District
Human Resources
Board Report
March 2020



New Hires

Bales, Kathy - Temporary Teacher—7th/8th Social Studies

Wood, Jacob - Temporary .44 FTE IA - YCIS/YCHS Behavior

Resignation

Baker-Ramirez, Hannah - Food Service (YCIS/YCHS)

Cooper, Heather - 7th/8th Social Studies (YCIS)

Nance, Kristen - 4th Grade Teacher (YCES)

Kennedy Osegueda - Life Skills Teacher (YCES)

Retirement

**District Enrollment Report
February 2020**

	Female	Male	Total
Kindergarten	44	47	91
1st Grade	32	41	73
2nd Grade	42	45	87
3rd Grade	37	53	90
4th Grade	33	40	73
K- 4th Subtotal:	188	226	414
5th Grade	33	31	64
6th Grade	46	42	88
7th Grade	47	46	93
8th Grade	51	43	94
5th-8th Subtotal:	177	162	339
9th Grade	30	50	80
10th Grade	27	40	67
11th Grade	35	42	77
12th Grade	27	39	66
9th – 12th Subtotal:	119	171	290
District Total:	484	559	1043

District Enrollment for 2019-20 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
YCES	361.5	364.75	365.75	360.75	362.75	360.5				
YCIS	308.25	311.5	310.5	312.5	306.5	302.5				
YCHS	299	300	298	295	295	290				
Alliance	91.25	90.75	90.75	91.75	88.75	90				
Total	1060	1067	1065	1060	1053	1043	0	0	0	0

YCES Enrollment for 2019-20 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	81.25	82.25	83.25	83.25	81.25	81.25				
1st Grade	67	68	68	68	68	64.25				
2nd Grade	68.5	71.5	70.5	69.5	71.5	73				
3rd Grade	76.25	74.5	74.5	72.5	75.5	77.5				
4th Grade	68.5	68.5	69.5	67.5	66.5	64.5				
19/20 Total	361.5	364.75	365.75	360.75	362.75	360.5	0	0	0	0
18/19 Total	336	337	337	337	332	332	329.75	331.75	332	331
17/18 Total	352.5	342.5	344.25	344.25	346.75	345.25	343.25	346.25	344	

YCIS Enrollment for 2019-20 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
5th Grade	58.75	58.75	58.75	58.75	57.75	55.75				
6th Grade	82	82	83	84	83	82				
7th Grade	82.5	84.75	84.75	85.75	82.75	81.75				
8th Grade	85	86	84	84	83	83				
19/20 Total	308.25	311.5	310.5	312.5	306.5	302.5	0	0	0	0
18/19 Total	325	310	312	310	310	305	304	304.75	304	303
17/18 Total	323	321.5	318.5	314.5	315	310.5	309.5	308.5	303.5	

YCHS Enrollment for 2019-20 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
9th Grade	82	82	82	82	82	80				
10th Grade	66	66	66	66	67	67				
11th Grade	78	78	77	76	77	77				
12th Grade	73	74	73	71	69	66				
19/20 Total	299	300	298	295	295	290	0	0	0	0
18/19 Total	277	277	279	281	278	281	279	274	275	261
17/18 Total	312	307	305	304	303	300	300	297	296	

Alliance Academy Enrollment 2019-20

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	7.75	7.75	7.75	7.75	8.75	9.75				
1st Grade	8	8	8	8	8	8.75				
2nd Grade	14.5	14.5	15.5	16.5	14.5	14				
3rd Grade	12.75	13.5	12.5	12.5	12.5	12.5				
4th Grade	9.5	9.5	9.5	9.5	8.5	8.5				
5th Grade	9.25	9.25	9.25	9.25	8.25	8.25				
6th Grade	6	6	6	6	6	6				
7th Grade	11.5	11.25	11.25	11.25	11.25	11.25				
8th Grade	12	11	11	11	11	11				
19/20 Total	91.25	90.75	90.75	91.75	88.75	90	0	0	0	0
18/19 Total	88	89	94	94	99	105	105.5	105.5	103	103
17/18 Total	67.5	64	70.25	70.25	75.25	78.25	78.25	77.25	78.5	78.5

Yamhill Carlton Elementary School

March 2020 Board Report

Some fun activities and trips have been occurring over the past month. We had an exceptional 100th Day Celebration, and our second graders had a great time watching the Jungle Book at The Children's Theater. Congratulations to a wonderful Stage performance by our 4th graders. I know some students weren't excited about having to dance at the end, but it was definitely a highlight of the performance. This weekend (March 14) we will have a Battle of the Books team compete in the regional competition in Newberg. Good luck team!!!

We have started to pilot a math curriculum called Ready Classroom. Three classrooms, Wilkins, Stevens, and Echaury, are participating in the pilot program. Those teachers received training in the program at the end of February, and very early implementation indicators point to the program as a promising potential to increase student learning in mathematics. The amount of data the program provides will help teachers make informed instructional decisions, and it has a built in intervention/extension component that will target individual learning needs. I want to send my thanks to the teachers, students, and parents who are helping explore this new math program.

YCES has been battling a lingering flu season. To combat illness and the potential for COVID-19, our custodial team as well as the rest of our staff have increased efforts to keep surfaces within the building sanitized. Hard surfaces are cleaned throughout the day, and teachers are teaching and enforcing good hygiene procedures with their students. We are also requesting that parents keep their children home if they are sick.

PAX and Kagan

Several of us toured Willamina Elementary last week to get ideas for how we will increase social and emotional support and education for students. We will now use what we gained from the visit to help guide us as we plan future systems of supports for students in our building. Teachers have begun to learn and use a new Kagan structure each month as a staff (Structure a Month Club). Our current focus is Inside-Outside Circle. I've seen teachers using the new structure for class building, as well as academic purposes. It's exciting to add new structures to our Kagan Toolbox.

February ADA:

Kindergarten – 90.77%

First Grade – 92.96%

Second Grade – 94.13%

Third Grade – 96.76%

Fourth Grade – 93.12%

School Wide – 93.55%

February Total Enrollment: 358 students

Upcoming Events:

March 19 – Spring Pictures

March 19 – 1st Grade Stage Performance (Bugs, Bugs, Bugs)

March 23-27 – Spring Break

YCIS March Board Report

Academic/Attendance Awards

This past month we had our Academic/Attendance Awards celebrating those students that made the Honor Roll (3.50 and above) and/or had 95% or better attendance rate through the first semester. There were multiple students who made the Honor Roll and also met the attendance mark. Way to go! Parents and extended family were invited to this assembly and a banner hanging in the main hallway has a list of our honor roll achievers. It was great recognition for some worthy accomplishments.

GeoChallenge Competition

Congratulations to Mr. Buehler and the YCIS GeoChallenge Teams! YCIS had two teams that qualified for the regional competition. For the regionals they will be presenting remotely. The next step after regionals is the opportunity to present at the national competition in Washington DC. Good luck teams and way to go!

Kagan Coach Visit

We had a national Kagan coach come out to visit YCIS on 2/14. He made his way into 8 classrooms and gave immediate feedback. As a building we received very positive feedback including:

- Teachers well prepared
- Reviewed structure steps prior to implementing
- Receptive and open to coaching process
- Structures used in all content areas

Next Steps:

- Utilize a structure of the month
- Try to include more class building structures
- Model structures prior to use

Canned Food Drive

Special thanks to Bobbi Kidd, Heather Roberts and our YCIS Leadership team as we took part in a canned food drive. This was a class competition with all donations going to local food banks in Yamhill County. As a school we received over 1500 cans donated. Awesome job! 5th and 6th grade classes earned an ice cream party and it was a close race. Very proud of the community service demonstrated by all YCIS students and staff.

Classified Employee Week

As we head into March we will take time to honor and celebrate our Classified Employees next week. Our classified staff are invaluable to the overall success and well being of our school. I want to publicly honor and thank them for the work that they do on a daily basis. Thank you to our amazing PTO for providing lunch for our classified staff on Tuesday.



Attendance Data

2019-2020	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Grade 5	95.18	94.02	95.03	90.00	93.36					
Grade 6	94.01	92.68	91.92	91.15	92.52					
Grade 7	97.32	96.24	94.46	90.88	95.05					
Grade 8	95.45	94.73	92.14	89.60	93.42					
Average	95.4	94.41	93.25	90.44	93.60					

YCSD School Board Report
Yamhill Carlton High School
March 12thth, 2020

Upcoming Events: (Leadership)

March Events	April Events
1-30 State Science Testing 3/10/20 Frosh Soph academic awards assembly. 3/11/20 Winter sports awards 3/17/20 Junior Senior academic awards assembly 3/18/20 Play 60 assembly 23-27 Spring break	1-2 8th grade forecasting 13 Skid Assembly 16-18 Annie 21-22 ASB Elections

Leadership:

- The Leadership class is working with Mr. Raever and Gia on an upcoming assembly, featuring past NFL star Anthony Newman. This will be March 18th in the dome.
- Leadership will be working with the Juliette Center on National Child Abuse prevention month in April. We will be making and displaying pinwheels around the school and the community. At the same time we will be kicking off Pennies for Patients for Doernbecher's.
- Students have just opened a student store, which features school supplies, spirit gear, some basic necessities, as well as some zero calorie drinks. Great way to learn some marketing skills within the Leadership class.

FFA:

The FFA chapter Activities:

- Feb 27 was the sectionals FFA Career Development Event Contests at Central High School. Halle Kerr placed 4th in Creed, Clair Lapp placed 3rd in Creed, Hanna Kathryn Vandewalle had a great day in a very competitive field in job interview placing 4th and the Beginning Parliamentary procedures team is going to state as the placed 1st in the contest.
- FFA State Convention will be held in Redmond, Oregon on March 19th-22nd. We have 23 students that will be attending the FFA state convention.
- At District Convention Nole Lawson was elected to District Vice President for the Lower Willamette FFA District and Kierra Knapp's Secretary Book placed 2nd and will be moving on to state.
- Anneliese Luttrell and Gavin Tuning both earned the highest degree a state can give a FFA member by earning their FFA State Degree.
- FFA week went fantastic with the community breakfast at the fire department, FFA line dance at the McMinnville Grange, Tractor Parade and Donkey Basketball. All proceeds from donkey basketball went

to Sam Clements to help with her fight. The event generated approximately \$1000.00 for Sam Clements

Other Activities

- The livestock handling system is set up and ready for animals
- Plants have arrived and students are starting to spend time working in the greenhouse. The plant sale will be some time in May.
- We have been working in the vineyard pruning and tying down canes.

ASPIRE:

ASPIRE mentors are working with 82 students.

ASPIRE Mentors are: Carol Foley, Linda Cline, Christine Andrus, Emily Severson, Thuy Williams, Debbie Michelini, Steve Harloff, Julia Tramell, and Kathy Behring.

To date, ASPIRE Mentors have volunteered 885 hours to working with students.

In mid-January, applications for nearly 60 local and area scholarships began being posted for students to access and apply for.

On Jan. 11, five seniors interested in Willamette University, plus ASPIRE Coordinator and ASPIRE mentor Carol Foley attended a reception/information session about the tuition-paid Birl Schultz Memorial Scholarship made available every four years by the parents of a late YCHS alum.

On Feb. 21, 20 juniors and seniors, along with ASPIRE Coordinator Janet Herring-Sherman, and ASPIRE mentors Steve Harloff and Thuy Williams attended a "Get Ready" field trip at the Yamhill Valley Campus of Chemeketa Community College.

Following the announcement in late February that Concordia was closing, Carol Foley and Janet Herring-Sherman have been researching where to find reliable indicators of a private college's financial health. (OSAC has no oversight or insight into private colleges' finances.)

Mentors attended an on-site training session on how to use Oregon Connections, a career research and planning tool that provides access to webinars, conversations and classes with dozens of industry professionals.

Mentor Carol Foley and instructor Jordan Slavish created and conducted a student survey to determine what careers/jobs students are most interested in. The results are being used in selecting professionals to participate in the on-site YCHS Career Day event on April 29.

YCCA: With the start of the new semester, we're focusing on flushing out the missing links in our pathways for each branch. Specifically, Trevor and Jordan are focusing on implementing a brand new course designed to familiarize students with our CNC Mill, paid for through a grant from the Ford Family Foundation. While skills are still being tracked and taught in class, individual badging has been put on a somewhat lower priority right now while we work to implement our new courses with full fidelity.

Athletics: It was a good winter season Boys and Girls Basketball both made the state playoffs. Girls lost a close home game to Harrisburg and Boys had a tough game against the number 1 team in the state but played hard against Da La Salle. Wrestling took 6 kids to state with Jacob Jarvis placing 3rd in state. Spring sports are off to a good start with practices going on since March 2nd. Games start next week.

Spring Sports Participation Numbers

Baseball - 16
Softball- 42

Softball - 12

Total: 70

- Schedules, rosters and scores can be found at our new activity scheduler page which is accessible through our athletic page at the school website or through this link <https://www.pacwestconference.org/public/genie/1068/school/856/>

Donations:

Feb 1, through Feb 29, 2020

Rachel Henry	\$10.00	Cheer Team
Jennifer & Monty Hurley	\$3,663.56	Baseball Fund
Charles & Melda Montgomery	\$100.00	FFA Fund
Carlton Veterinary Hospital	\$100.00	Softball Fund
CR Woods Trucking	\$430.00	Boys Basketball

Principal's Report:

Forecasting is taking place for next school year. Current freshman are complete and the rest will be completed in the next couple of weeks. We are working with YCIS to make some minor schedule and programmatic changes in our planning for next year. 1st semester academic awards assembly is this week. Matt and I will be attending the George Fox job fair on Wednesday looking for prospective candidates.

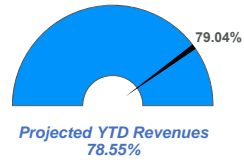
Enrollment and Attendance:

February 2019		
	Attendance Percentages	Enrollment
Freshmen	94.32	79
Sophomores	92.2	67
Juniors	90.65	77
Seniors	92.05	67
Total	92.31	290
YTD 9/3/19-2/28/20	93.02	

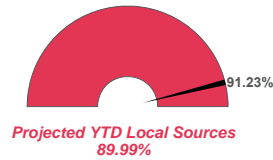
100 General Fund Revenue Dashboard Summary

For the Period Ending February 29, 2020

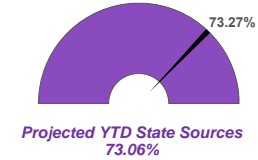
Actual YTD Revenues



Actual YTD Local Sources



Actual YTD State Sources

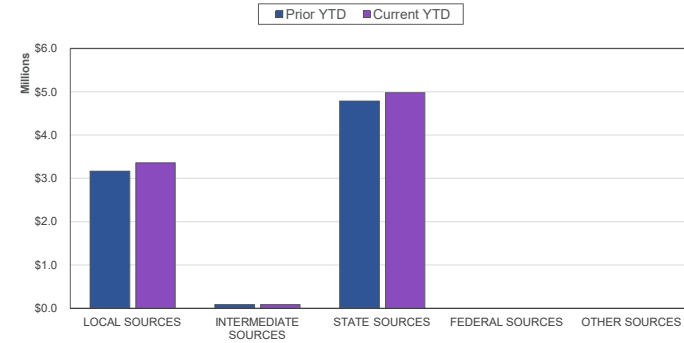


General Fund Revenues

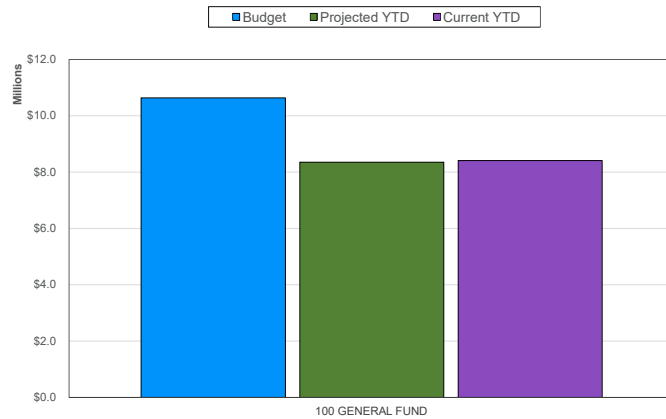
Top 10 General Fund Sources of Revenue (Year-to-Date)

State School Fund	\$4,978,057.00
Ad Valorem Taxes Levied By District	\$3,163,371.13
Interest On Investments	\$94,145.45
Unrestricted Revenue	\$78,713.50
Miscellaneous	\$49,477.44
Fees	\$14,650.00
Contributions And Donations From Private Sources	\$10,000.00
Admissions	\$7,992.90
Penalties And Interest On Taxes	\$7,945.72
Summer School Tuition	\$3,980.00
Percent of Total Revenues Year-to-Date	99.97%

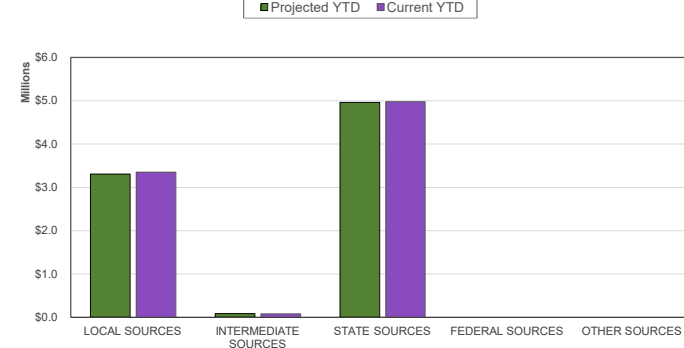
General Fund Revenue by Source | Prior YTD vs. Current YTD



Revenues by Fund | Budget / Projected YTD / Current YTD



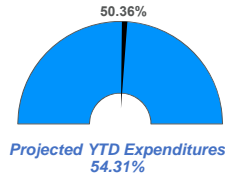
General Fund Revenue by Source | Projected YTD vs. Current YTD



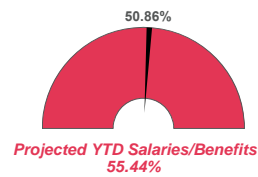
100 General Fund Expense Dashboard Summary

For the Period Ending February 29, 2020

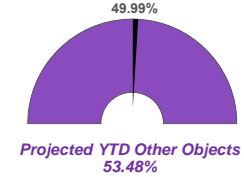
Actual YTD Expenditures



Actual YTD Salaries/Benefits



Actual YTD Other Objects

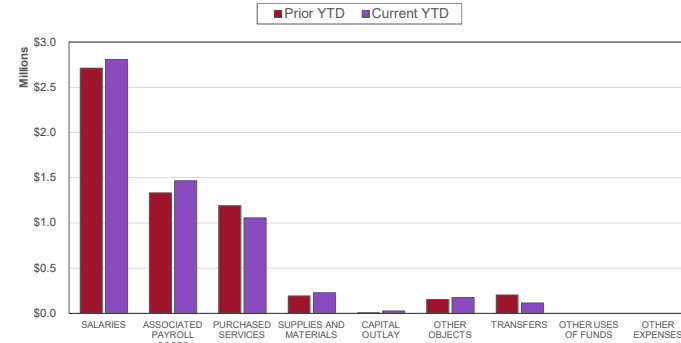


General Fund Expenditures

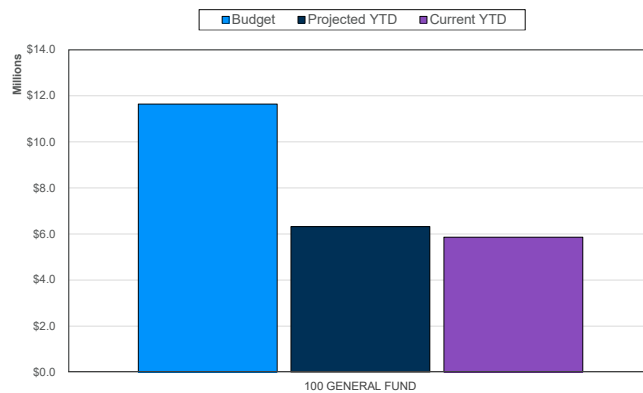
Top 10 General Fund Expenditures by Program (Year-to-Date)

Regular Salaries	\$2,584,107.98
Contractual Employee Benefits	\$636,120.91
Public Employees Retirement System	\$596,375.19
Student Transportation Services	\$395,816.36
Instructional, Professional And Technical Services	\$296,096.47
Property Services	\$277,934.18
Additional Salary	\$219,820.17
Social Security Administration	\$206,865.09
Insurance And Judgments	\$156,209.00
Other Transfers	\$112,340.00
Percent of Total Expenditures Year-to-Date	93.50%

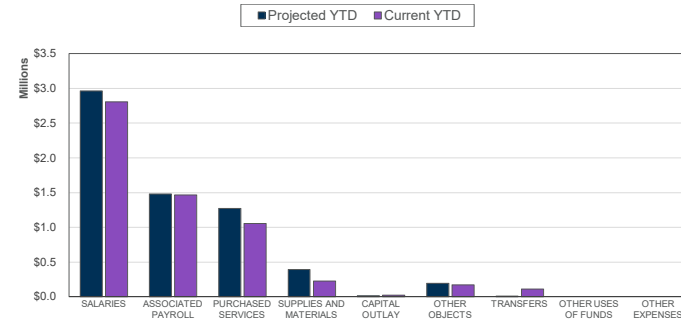
General Fund Expenditures by Object | Prior YTD vs. Current YTD



Expenditures by Fund | Budget / Projected YTD / Current YTD



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

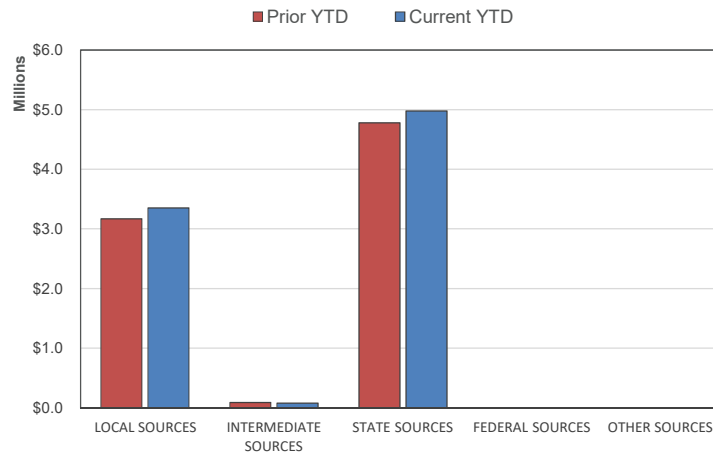


100 General Fund | Financial Summary

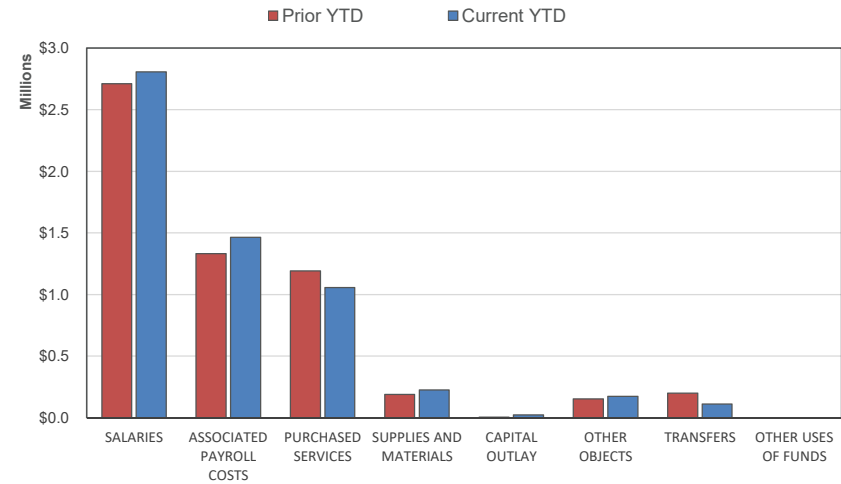
For the Period Ending February 29, 2020

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
Beginning Fund Balance	\$994,721	\$994,721		\$1,176,211	\$1,000,000	
REVENUES						
Local Sources	\$3,166,702	\$3,673,067	86.21%	\$3,354,220	\$3,676,811	91.23%
Intermediate Sources	\$85,000	\$173,407	49.02%	\$78,714	\$170,000	46.30%
State Sources	\$4,782,145	\$6,700,482	71.37%	\$4,978,057	\$6,794,031	73.27%
Federal Sources	\$0	\$0		\$0	\$0	
Other Sources	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$8,033,847	\$10,546,956	76.17%	\$8,410,991	\$10,640,842	79.04%
EXPENDITURES						
Salaries	\$2,710,053	\$4,979,647	54.42%	\$2,805,776	\$5,368,043	52.27%
Associated Payroll Costs	\$1,331,206	\$2,499,220	53.26%	\$1,464,713	\$2,768,880	52.90%
Purchased Services	\$1,190,330	\$1,950,574	61.02%	\$1,055,880	\$2,187,140	48.28%
Supplies and Materials	\$190,361	\$297,540	63.98%	\$226,657	\$486,725	46.57%
Capital Outlay	\$5,000	\$22,518	22.20%	\$24,400	\$22,000	110.91%
Other Objects	\$153,776	\$155,003	99.21%	\$172,893	\$198,025	87.31%
Transfers	\$200,964	\$460,964	43.60%	\$112,340	\$185,029	60.71%
Other Uses of Funds	\$0	\$0		\$0	\$425,000	0.00%
Other Expenses	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$5,781,689	\$10,365,466	55.78%	\$5,862,659	\$11,640,842	50.36%

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD



**YAMHILL CARLTON SCHOOL DISTRICT
SPECIAL REVENUE FUNDS
FISCAL YEAR 2019-2020
FOR PERIOD ENDING FEBRUARY 29, 2020**

FUND DESCRIPTION	GRANT AWARD	REVENUE	EXPENDITURE	ENCUMBRANCE	BUDGET BALANCE
201 TITLE I	94,335.00	-	43,974.58	49,197.69	1,162.73
203 SPR&I	538.50	538.50	366.98	100.00	71.52
204 TITLE II-A	31,087.00	-	26,415.17	54.82	4,617.01
206 IDEA PART B 611	291,760.00	-	75,051.83	74,387.48	142,320.69
207 IDEA PART B 619	800.00	-	-	-	800.00
215 MEDICAID ADMIN CLAIMING (MAC)	-	-	-	-	-
218 ORTII	2,971.00	-	1,953.86	-	1,017.14
220 ASD -VIA WILLAMETTE ESD	-	-	-	-	-
228 YCCO - KINDERGARTEN TRANSITION	3,403.03	3,403.03	3,403.03	-	-
231 FUEL UP TO PLAY 60	11,993.00	11,993.00	-	-	11,993.00
233 MEASURE 98	211,994.07	-	86,152.83	62,658.04	63,183.20
234 FTC ROBOTICS	2,500.00	2,250.00	2,145.38	78.90	275.72
238 CAREER PATHWAYS	9,237.79	-	4,396.10	282.72	4,558.97
239 MEASURE 99 - OUTDOOR SCHOOL	20,000.00	-	-	-	20,000.00
241 ESSA SUPPORT	94,771.32	-	18,927.65	12,572.63	63,271.04
261 TAP GRANT	25,000.00	-	4,000.00	-	21,000.00
LOCAL/STATE/FED GRANTS	800,390.71	18,026.93	266,787.41	199,332.28	334,271.02

230 MISCELLANEOUS GRANTS	GRANT AWARD	REVENUE	EXPENDITURE	ENCUMBRANCE	GRANT BALANCE
000 MISCELLANEOUS GRANTS	100,000.00	8,793.37	7,575.40	20,000.00	72,424.60
850 OSBA SCHOLARHIP - BOARD	5,000.00	5,000.00	5,000.00	-	-
401 ASPIRE	2,800.00	2,800.00	-	-	2,800.00
802 AG DRONE PROJECT	4,493.33	2,887.26	1,826.82	-	2,666.51
803 VETERANS LEGACY GRANT	500.00	1,250.00	464.97	-	35.03
809 STUDENT TEACHING	1,612.75	1,612.75	-	-	1,612.75
810 YCES SPORTS COURT	7,000.00	7,300.00	-	-	7,000.00
813 FFA GRANT - WILCO	2,000.00	2,000.00	2,000.00	-	-
814 FTC ROBOTICS DONATION	1,000.00	1,000.00	150.00	-	850.00
815 YCEF MINI GRANT - ASPIRE	80.00	80.00	-	80.00	-
816 YCEF MINI GRANT - 1ST CHAPTER	250.00	250.00	143.00	107.54	(0.54)
817 YCEF MINI GRANT - PLAYGROUND	500.00	500.00	495.77	4.26	(0.03)
818 YCEF MINI GRANT - ART	970.00	970.00	970.00	-	-
819 YCEF MINI GRANT - MUSIC	699.79	699.79	-	699.79	-
820 YCEF MINI GRANT - BEHAVIOR CLASS	203.71	203.71	-	-	203.71
SUB TOTAL MISC GRANTS	127,109.58	35,346.88	18,625.96	20,891.59	87,592.03

FUND OTHER SPECIAL REVENUE	BUDGET	REVENUE	EXPENDITURE	ENCUMBRANCE	BUDGET BALANCE
250 FOOD SERVICE	310,360.00	157,332.56	185,003.81	168,829.53	(43,473.34)
265 EARLY RETIREMENT	40,500.00	46,039.89	19,010.00	8,800.00	12,690.00
266 PROFESSIONAL DEVELOPMENT	25,000.00	24,459.74	3,806.80	6,352.29	14,840.91
280 STUDENT BODY ACCOUNTS	575,000.00	252,257.57	-	-	575,000.00
SUB TOTAL OTHER SPECIAL REVENUE	950,860.00	480,089.76	207,820.61	183,981.82	559,057.57
TOTAL ALL 200 FUNDS	1,878,360.29	533,463.57	493,233.98	404,205.69	980,920.62

*Balance is the Budget column minus Expenditures and Encumbrances. Actual Balance will change based on Revenues received.

**YAMHILL CARLTON SCHOOL DISTRICT
FISCAL YEAR 2019-2020
DEBT SERVICES, CAPITAL PROJECT, AND FIDUCIARY FUNDS
FOR PERIOD ENDING FEBRUARY 29, 2020**

		BEGINNING FUND				
FUND DESCRIPTION	BUDGET	BALANCE	REVENUE	EXPENDITURE	ENCUMBRANCE	BALANCE
300 GENERAL OBLIGATION DEBT	1,555,358.00	105,865.52	1,393,540.78	269,560.70	1,285,897.30	(100.00)
301 QZAB DEBT	152,340.00	26,001.34	122,682.04	141,494.57	-	10,845.43
302 PERS UAL DEBT	1,515,000.00	654,026.95	518,570.74	140,686.00	850,686.00	523,628.00
303 US BANK DEBT	2,135,152.00	-	-	2,110,389.60	-	24,762.40
304 JCI PROJECT DEBT	-	-	31,654.00	-	-	-
TOTAL DEBT SERVICES	5,357,850.00	785,893.81	2,066,447.56	2,662,130.87	2,136,583.30	559,135.83

		BEGINNING FUND				
FUND DESCRIPTION	BUDGET	BALANCE	REVENUE	EXPENDITURE	ENCUMBRANCE	BALANCE
400 CET CAPITAL PROJECTS	220,000.00	151,849.05	181,618.00	27,380.17	5,712.50	186,907.33
405 BOND PROJECT 2016	675,000.00	674,810.89	7,714.90	415,049.36	5,304.00	254,646.64
475 CAPITAL PROJECT FUND	2,409,300.00	293,302.84	2,161,827.26	124,120.00	2,110,389.60	174,790.40
480 JCI CAPITAL PROJECT FUND	3,445,765.00	-	3,445,765.05	150,931.50	3,220,000.00	74,833.50
TOTAL CAPITAL PROJECTS	6,750,065.00	1,119,962.78	5,796,925.21	717,481.03	5,341,406.10	691,177.87

		BEGINNING FUND				
FUND DESCRIPTION	BUDGET	BALANCE	REVENUE	EXPENDITURE	ENCUMBRANCE	BALANCE
785 LAUGHLIN SCHOLARSHIP FUND	44,500.00	43,801.56	760.00	2,000.00	-	42,500.00
TOTAL TRUST IN AGENCY	44,500.00	43,801.56	760.00	2,000.00	-	42,500.00
TOTAL OTHER FUNDS	12,152,415.00	1,949,658.15	7,864,132.77	3,381,611.90	7,477,989.40	1,292,813.70

Yamhill-Carlton School District No. 1

Reprint Check Listing

Fiscal Year: 2019-2020

Criteria:

Bank Account: STERLING SAVINGS BANK 2403

From Date: 02/01/2020

To Date: 02/29/2020

From Check:

To Check:

From Clear Date:

To Clear Date:

From Voucher:

To Voucher:

Types: ☒ Expense ☐ Manual ☐ Payroll ☐ Payroll Deductions ☐ Other Disbursements

* Indicates gap in check sequence

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
57986	02/07/2020	ALPENROSE	\$386.56	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57987	02/07/2020	AMAZON CAPITAL SERVICES	\$9.99	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57988	02/07/2020	AVEANNA HEALTHCARE	\$2,555.62	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57989	02/07/2020	BRETTHAUER OIL COMPANY	\$3,684.47	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57990	02/07/2020	CENTURY LINK	\$179.08	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57991	02/07/2020	CITY OF CARLTON	\$1,421.22	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57992	02/07/2020	CITY OF YAMHILL	\$3,252.95	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57993	02/07/2020	CJ HANSEN CO INC	\$851.00	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57994	02/07/2020	FITZPATRICK PAINTING INC	\$910.00	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57995	02/07/2020	GARRETT, HEMANN, ROBERTSON	\$940.00	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57996	02/07/2020	GENERAL PARTS LLC	\$961.22	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57997	02/07/2020	GEORGIES CERAMIC AND CLAY	\$970.00	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57998	02/07/2020	HEILI HARRIS-BRANT	\$168.00	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
57999	02/07/2020	PACIFIC OFFICE AUTOMATION	\$220.00	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58000	02/07/2020	QUILL CORPORATION	\$223.67	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58001	02/07/2020	SYSCO FOOD SERVICES	\$1,058.80	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58002	02/07/2020	THE HOME DEPOT PRO	\$1,104.89	1203	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58003	02/07/2020	TIFFANY PISCITELLI	\$84.00	1203	Printed	Expense	<input type="checkbox"/>		
* 58009	02/14/2020	ALPENROSE	\$1,229.94	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58010	02/14/2020	AMAZON CAPITAL SERVICES	\$514.46	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58011	02/14/2020	BETHANY BAKER	\$150.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58012	02/14/2020	BISHOP RED ROCK INC	\$980.70	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58013	02/14/2020	BRETTHAUER OIL COMPANY	\$2,697.68	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	

Yamhill-Carlton School District No. 1

Reprint Check Listing

Fiscal Year: 2019-2020

Criteria:

Bank Account: STERLING SAVINGS BANK 2403

From Date: 02/01/2020

To Date: 02/29/2020

From Check:

To Check:

From Clear Date:

To Clear Date:

From Voucher:

To Voucher:

Types: ☒ Expense ☐ Manual ☐ Payroll ☐ Payroll Deductions ☐ Other Disbursements

* Indicates gap in check sequence

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
58014	02/14/2020	COMCAST NETWORK SERVICES	\$4,149.29	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58015	02/14/2020	DORMERS SCREENPRINTING	\$205.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58016	02/14/2020	EVERGREEN AVIATION & SPACE MUSEUM	\$88.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58017	02/14/2020	FLORAFINDER LLC	\$311.20	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58018	02/14/2020	GIUDICE, BEN	\$131.94	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58019	02/14/2020	GORMLEY PLUMBING AND HEATING	\$140.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58020	02/14/2020	HAMILTON-ENTERTAINMENT LLC	\$750.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58021	02/14/2020	HEILI HARRIS-BRANT	\$137.13	1211	Printed	Expense	<input type="checkbox"/>		
58022	02/14/2020	HIGH NOON BOOKS	\$376.20	1211	Printed	Expense	<input type="checkbox"/>		
58023	02/14/2020	LOWE'S COMPANIES INC.	\$415.80	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58024	02/14/2020	MUSIC THEATRE INTERNATIONAL	\$130.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58025	02/14/2020	OREGON BALLET THEATRE	\$63.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58026	02/14/2020	OSBA	\$1,615.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58027	02/14/2020	PAC-VAN	\$105.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58028	02/14/2020	PENN STATE INDUSTRIES INC	\$30.85	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58029	02/14/2020	PETTY CASH - YC ELEMENTARY SCHOOL	\$50.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58030	02/14/2020	PORTLAND GENERAL ELECTRIC	\$11,951.32	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58031	02/14/2020	PROPANE NORTHWEST	\$683.91	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58032	02/14/2020	QUILL CORPORATION	\$193.79	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58033	02/14/2020	RECOLOGY WESTERN OREGON GARBAGE	\$434.63	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58034	02/14/2020	ROTH HEATING & COOLING	\$979.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58035	02/14/2020	SHAUN DITTY	\$150.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	

Printed: 03/09/2020 8:26:31 AM

Report: rptCSACheckListing

2019.4.14

Page:

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Yamhill-Carlton School District No. 1

Reprint Check Listing

Fiscal Year: 2019-2020

Criteria:

Bank Account: STERLING SAVINGS BANK 2403

From Date: 02/01/2020

To Date: 02/29/2020

From Check:

To Check:

From Clear Date:

To Clear Date:

From Voucher:

To Voucher:

Types: ☒ Expense ☐ Manual ☐ Payroll ☐ Payroll Deductions ☐ Other Disbursements

* Indicates gap in check sequence

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
58036	02/14/2020	SYSCO FOOD SERVICES	\$2,651.58	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58037	02/14/2020	WILLAMETTE E.S.D.	\$170.00	1211	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58038	02/14/2020	YAMHILL SHELL STATION	\$22.16	1211	Printed	Expense	<input type="checkbox"/>		
* 58040	02/14/2020	SIERRA SPRINGS	\$65.99	1220	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
* 58042	02/21/2020	ALPENROSE	\$1,247.44	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58043	02/21/2020	AMAZON CAPITAL SERVICES	\$1,665.21	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58044	02/21/2020	AVEANNA HEALTHCARE	\$5,428.02	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58045	02/21/2020	BETHANY BAKER	\$360.00	1224	Printed	Expense	<input type="checkbox"/>		
58046	02/21/2020	BRETTHAUER OIL COMPANY	\$4,337.77	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58047	02/21/2020	CDW-GOVERNMENT, INC	\$153.17	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58048	02/21/2020	CONWAY MAT REFINISHING INC	\$3,500.00	1224	Printed	Expense	<input type="checkbox"/>		
58049	02/21/2020	FRONTIER	\$706.86	1224	Printed	Expense	<input type="checkbox"/>		
58050	02/21/2020	GARRETT, HEMANN, ROBERTSON	\$47.00	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58051	02/21/2020	HONEY BUCKET	\$248.00	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58052	02/21/2020	NEWS REGISTER	\$251.07	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58053	02/21/2020	OASBO	\$50.00	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58054	02/21/2020	PACIFIC OFFICE AUTOMATION	\$4,109.88	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58055	02/21/2020	PORTLAND GENERAL ELECTRIC	\$2,765.10	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58056	02/21/2020	PROPANE NORTHWEST	\$267.98	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58057	02/21/2020	RIVERDALE HIGH SCHOOL	\$75.00	1224	Printed	Expense	<input type="checkbox"/>		
58058	02/21/2020	SYSCO FOOD SERVICES	\$711.82	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58059	02/21/2020	TIFFANY PISCITELLI	\$146.94	1224	Printed	Expense	<input type="checkbox"/>		
58060	02/21/2020	YAMHILL COUNTY HEALTH & HUMAN SERVICES	\$9,296.00	1224	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	

Yamhill-Carlton School District No. 1

Reprint Check Listing

Fiscal Year: 2019-2020

Criteria:

Bank Account: STERLING SAVINGS BANK 2403

From Date: 02/01/2020

To Date: 02/29/2020

From Check:

To Check:

From Clear Date:

To Clear Date:

From Voucher:

To Voucher:

Types: ☒ Expense ☐ Manual ☐ Payroll ☐ Payroll Deductions ☐ Other Disbursements

* Indicates gap in check sequence

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
58061	02/21/2020	BERNHARDT GOLF	\$6,500.00	1230	Printed	Expense	<input type="checkbox"/>		
* 58063	02/27/2020	SUSAN AMERSON	\$640.00	1235	Printed	Expense	<input checked="" type="checkbox"/>	02/29/2020	
58064	02/27/2020	US BANK NATIONAL ASSOCIATION	\$2,005,586.96	1239	Printed	Expense	<input type="checkbox"/>		
58065	02/27/2020	ALPENROSE	\$370.80	1236	Printed	Expense	<input type="checkbox"/>		
58066	02/27/2020	AMAZON CAPITAL SERVICES	\$1,629.42	1236	Printed	Expense	<input type="checkbox"/>		
58067	02/27/2020	AVEANNA HEALTHCARE	\$1,556.98	1236	Printed	Expense	<input type="checkbox"/>		
58068	02/27/2020	FLORAFINDER LLC	\$662.75	1236	Printed	Expense	<input type="checkbox"/>		
58069	02/27/2020	GIUDICE, BEN	\$130.00	1236	Printed	Expense	<input type="checkbox"/>		
58070	02/27/2020	GORMLEY PLUMBING AND HEATING	\$859.50	1236	Printed	Expense	<input type="checkbox"/>		
58071	02/27/2020	JILL HINDMAN	\$222.90	1236	Printed	Expense	<input type="checkbox"/>		
58072	02/27/2020	LIGHTSPEED TECHNOLOGIES, INC	\$916.28	1236	Printed	Expense	<input type="checkbox"/>		
58073	02/27/2020	LOMELI, JASMINE	\$150.00	1236	Printed	Expense	<input type="checkbox"/>		
58074	02/27/2020	MAHON, BRIAN	\$387.10	1236	Printed	Expense	<input type="checkbox"/>		
58075	02/27/2020	PROPANE NORTHWEST	\$200.03	1236	Printed	Expense	<input type="checkbox"/>		
58076	02/27/2020	SHAUN DITTY	\$194.75	1236	Printed	Expense	<input type="checkbox"/>		
58077	02/27/2020	SYSCO FOOD SERVICES	\$1,599.35	1236	Printed	Expense	<input type="checkbox"/>		
58078	02/27/2020	THE HOME DEPOT PRO	\$19.42	1236	Printed	Expense	<input type="checkbox"/>		
58079	02/27/2020	THE OLD SCHOOLHOUSE LLC	\$650.00	1236	Printed	Expense	<input type="checkbox"/>		
58080	02/27/2020	VALERIE BREWER	\$112.00	1236	Printed	Expense	<input type="checkbox"/>		
58081	02/27/2020	YAMHILL SHELL STATION	\$15.78	1236	Printed	Expense	<input type="checkbox"/>		
58082	02/27/2020	BRETTTHAUER OIL COMPANY	\$1,211.77	1240	Printed	Expense	<input type="checkbox"/>		
58083	02/27/2020	ROSE'S EQUIPMENT & SUPPLY, INC	\$3,963.45	1240	Printed	Expense	<input type="checkbox"/>		

Yamhill-Carlton School District No. 1

Reprint Check Listing

Fiscal Year: 2019-2020

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From Date: 02/01/2020

To Date: 02/29/2020

From Check:

To Check:

From Clear Date:

To Clear Date:

From Voucher:

To Voucher:

Types: ☒ Expense ☐ Manual ☐ Payroll ☐ Payroll Deductions ☐ Other Disbursements

Total Amount: \$2,113,501.54

Report Total Amount: Amount

End of Report



Superintendent's Report

March 12th, 2020

COVID 19 Virus – A great deal of time and energy is going into preventing an outbreak of the COVID 19 coronavirus at YCSD. We have been following the recommendations of the health department and putting plans into place if we do detect a carrier of the disease. The Yamhill County Superintendents met with the Yamhill Health Department on March 5, 2020 to share resources and gather the latest information.

For staff members or students that have traveled to an area of the world that has been heavily impacted by COVID 19 we are following the guidelines recommended by the Center for Disease Control for self-quarantine.

Gym Progress – We are still waiting on the completion of the plans for the locker rooms so we can get started.

Student Success Act – A great deal of my time has been dominated by completing the application for the Student Investment Account of the Student Success Act. We did the required presentation to the community on March 6th. I will show the presentation to the board tonight as part of the approval process.

Reunification Planning – The YC Administrative Team, members of the Yamhill and Carlton Police Departments, and members of the Yamhill Fire Department met on February 28th to do a tabletop exercise on reunification. Reunification is the action taken after an event happens on campus that closes the schools grounds and necessitates moving students to another location. We walked through the process of sheltering the students, transporting them to a new location, setting up the reunification site, and returning students safely to their parents.

We are in the process of refining the plan based on the information we gathered in the exercise.



Re: Team Sales/Product Supply for Athletic Program

NIKE is pleased to have reached agreement with Yamhill – Carlton High School with regard to the purchase and supply of NIKE product for use by the School and its interscholastic programs

.We have agreed as follows:

The duration of this agreement is from September 1, 2019 to July 31, 2024.

1. On orders of NIKE Product, the School will be entitled to the following discounts (off suggested retail pricing): 40% for footwear and equipment, and 45% for apparel. (Custom uniform pricing varies by order date and factory but will be in the 25 to 35% range.) School is to pay freight charges. This same pricing structure is available to purchases made by the individual athletes, the bookstore, and other organizations associated with the school including youth organizations. Orders shall be submitted according to NIKE's ordering deadlines.
2. All purchases will be made through a Nike Team Retailer who is in good standing with Nike Team Sports. Any existing teams currently wearing Nike uniforms will continue to purchase through the dealer they used to make the purchase. Any teams not wearing Nike uniforms may purchase through an authorized Nike dealer of the athletic director's choosing.
3. This agreement covers varsity teams or uniforms purchased for JV or Freshman teams. Sports included in this agreement include Football, Boys and Girls Soccer, Volleyball, Boys and Girls Basketball, Baseball, Softball, Boys and Girls Track & Cross Country, Boys and Girls tennis.
4. Nike uniforms will be purchased during the normal buying cycle for each sport. All programs are expected to be in Nike uniforms by year three of the agreement.
6. Each Agreement Year, the Athletic Director will receive a \$18,000 retail product rebate. This rebate is for use at the discretion of the Athletic Director and must be used during the school year. Funds do not carry over from year to year.
7. The School shall require the players and staff of the program to wear and/or use exclusively NIKE Products during practices, games and other official program activities associated with the school's team (exhibitions, photo sessions, etc.). Non branded apparel may be worn for practice sessions. This covers any products purchased by the school or any purchase organized by the coach or booster club. Any product purchased by an individual student is exempt from this agreement. Any exceptions to this must be requested and cleared by the Athletics Director and Nike. Nike is to be given the opportunity to resolve any issue. OSAA ball adoptions are excepted.
- 8 The term "Products" as used in this agreement means (i) all athletic and athletically inspired or derived footwear, authentic competition apparel consisting of uniforms, warm-ups, practice wear, sideline/on-field apparel, similar apparel and gloves, all other apparel articles of an athletic nature including but not limited to polo shirts, golf shirts, tank-tops, T-shirts, sweat suits, separates, base-layer apparel, undergarments and other body coverings, and accessories of an athletic nature, including but not limited to headwear (e.g., skull caps),

headbands, wristbands, bags, socks, chinstraps and gloves, that the players or staff wear or use or may be reasonably expected to wear or use while participating in their respective sport.

9. The School acknowledges that "polishing-out", "spatting" or otherwise taping, so as to cover or obscure any portion of any NIKE trademark, the NIKE Products worn by the players or staff as required under this agreement is inconsistent with the purpose of the agreement.

10. Should Nike or the school fail to live up to any portion of the agreement and fail to correct that within 60 days notice, the agreement may be cancelled by the other party..

11. At NIKE's request, the School shall negotiate with NIKE in good faith with respect to the terms of a renewal of this Agreement. For a period of 120 days prior to the ending of the agreement, Nike will have the exclusive right to negotiate with the school and it's representatives.

12. The School represents that: neither the School nor any Staff member is party to any agreement or understanding that would prevent or limit the performance of any obligations.

AGREED:

By: _____

Title:

Date:

Nike Inc.

By: _____

Title:

Date:

Out of State Field Trip Request

Who: YC Varsity Boys Basketball (12 - 13 players, 2 -3 coaches)

What: 2020 Cactus Jam Hoop Classic

Where: Phoenix Arizona

Dates: Dec 27 - Dec 31

Why: Play different competition, team bonding, to travel somewhere new and give the boys a new experience. Some of our team have never been on a plane, nor been on an out of state athletic experience

Cost: Approximately \$1000 per player. Each player is responsible for \$500 on their own. The rest will be fundraised by our team. Each player that is going will need to participate in 25 hours of team fundraising activities.

YC School District

SIA APPLICATION

Student Success Act – What is it?

- ▶ SSA will invest 1 billion dollars a year into Oregon education programs
- ▶ 500 million of that goes to K-12 Education – called the Student Investment Account (SIA)
- ▶ YC's share is \$790,000
- ▶ Amount is determined by a school district's Weighted Average Daily Membership (ADMw)

What can the SIA be used for?

- ▶ Reducing academic disparities for students
- ▶ Meeting students' mental or behavioral health needs
- ▶ Providing equitable access to academic courses
- ▶ Allowing teachers and staff to have sufficient time to:
 - ▶ Collaborate with other teachers and staff
 - ▶ Review data on students' grades, absences and discipline, based on school and on grade level or course
 - ▶ Develop strategies to ensure that at-risk students stay on track to graduate
- ▶ Establishing and strengthening partnerships

Community Process – The SSA requires school districts to engage with the community to determine how the new funding should be used

- ▶ **Community Focus Groups:** Hispanic families September 17th, School Board Community Mingle Oct. 29th, Future Farmers of America (FFA) December 16th, Superintendent's Advisory Council January 6th, Parents of Title 1 students on January 27th.
- ▶ **School District Focus Groups:** On January 9th a focus group session was held with the leadership of the local classified and teacher's union. The District School Improvement Team analyzed survey comments on December 19th and did their own focus group on January 16th. The school district administrative team held a focus group on January 20th.

Community Process – The SSA requires school districts to engage with the community to determine how the new funding should be used

- ▶ **Community Survey:** In mid-October an online survey was sent out to all parents, staff members, and students. The e-mail with the SSA description and survey link was sent out to all groups six weeks in a row.
 - ▶ At parent conferences on November 25th and 26th, parents were personally invited by teachers to fill out the survey and a QR code was given to each so that they could access the survey on their mobile phone.
 - ▶ Over the next two weeks, secondary students were given the survey in their Advisory class.
 - ▶ The Superintendent presented the SSA information at the Carlton Business Association quarterly meeting on December 17th and participants were given the link to take the survey.

Results of Data Gathering

- ▶ There were a wide range of ideas and opinions, but the following focus areas had the most support:
 - ▶ Students who are Economically Disadvantaged are performing worse on average than the whole student group.
 - ▶ All of our students need to do better at achieving in math.
 - ▶ Stakeholders desire smaller class sizes at the elementary and middle level.
 - ▶ Stakeholders desire afterschool academic intervention programs for students, with transportation.
 - ▶ Stakeholders desire more counselors in our schools.
 - ▶ Stakeholders desire more Career Technical Education in our schools.

SIA Application - Outcomes

- ▶ Students who enter the school system with difficulties regulating their emotions, suffering from trauma, or lacking productive strategies for working with adults or peers, will learn how to become a productive learner in a school community.
- ▶ All students will demonstrate a year of growth or better in a school year in all academic areas. All students will achieve at a rate that meets or exceeds the Oregon State average.
- ▶ All students will attend classes that provide them well rounded learning experiences that will help inform their choices for career and life pursuits.

SIA Applications – Strategy 1

- ▶ We will take a multi-pronged approach to helping students who exhibit needs with productive school behaviors.
- ▶ We will add a school counselor to our 4-8 program to work in cooperation with existing mental health specialists from Yamhill County Behavioral Health. They will work with students who exhibit behaviors that are associated with trauma or mental health issues.
- ▶ The existing mental health counselor at the high school will move to a full time position. The new counselor will continue to educate our staff members in trauma informed practice.

SIA Application – Strategy 1- Budget

- ▶ Hire an academic counselor at YCIS
- ▶ Increase Yamhill County Mental Health Counselor at YCHS to full time
- ▶ Cost \$129,000

SIA Application - Strategy 2

- ▶ We will add a half time Special Education teacher at YCIS to provide extra support for students with disabilities that manifest poor behavior.
- ▶ We will add a trained instructional aide to both the intermediate and elementary schools to run an emotional regulation space where any emotionally elevated student will be able to calm down before returning to the classroom.

SIA Application – Strategy 2 - Budget

- ▶ .5 SPED Teacher at YCIS for students who manifest behavior issues
- ▶ Transfer an Instructional Assistant to run a full time Recovery Intervention Opportunity (RIO) room to help emotional and disruptive students reset at YCIS
- ▶ Hire an Instructional Assistant to run a full time RIO room to help emotional and disruptive students reset at YCES
- ▶ Cost \$88,063

SIA Application - Strategy 3

- ▶ To improve the academic performance of all students and reduce the achievement gap between groups of students, a part time instructional coach will be employed to help our teachers perfect the implementation of Kagan Cooperative Learning.
- ▶ Staff will be hired to provide more student instruction in math. New math curriculum and assessments will be tested to provide better student information on math performance.
- ▶ A liaison will be hired from other funding sources to communicate with families of students who experience being economically disadvantaged. The person will help identify barriers that students are experiencing and work with the school staff to help people overcome them.

SIA Application – Strategy 3 - Budget

- ▶ Hire a math teacher for YCHS, which will move a full time math teacher to YCIS
- ▶ .5 Instructional Coach for YCES and YCIS
- ▶ Cost \$129,188

SIA Application – Strategy 4

- ▶ To facilitate the relationship building of students and teachers, we will hire more staff to lower class size at the elementary and intermediate levels. To find space to house more staff, we will need to move grade levels to different school buildings.
- ▶ To support the movement of students, we will need to hire an Assistant Principal.
- ▶ To increase the well-rounded education of students and lower class size, we will hire specialists to provide instruction in Music, Physical Education, and Home Economics.

SIA Application – Strategy 4 - Budget

- ▶ .5 PE YCES (total of 1)
- ▶ .5 Music/Drama at YCES, (transfers existing .5 to YCIS)
- ▶ Assistant Principal at YCIS
- ▶ 4 grade teacher at YCIS
- ▶ .5 LA Teacher at YCIS (bring current .5 position to 1)
- ▶ .5 PE Teacher at YCIS (brings current .5 position to 1)
- ▶ .5 Home Economics teacher at YCIS (not SSA funding)
- ▶ Addition of staff at YCIS allows former shared YCHS staff to offer more classes at HS (est. 7 classes or the equivalent of more than another teacher)
- ▶ Cost \$392,377

SIA Application Strategy 5

- ▶ We will increase our Library Assistant at YCIS to full time and schedule working hours to manage an afterschool tutoring program 3 days a week.
- ▶ We will increase our Library Assistant at YCHS to full time and schedule working hours to manage an afterschool tutoring program 3 days a week. This position will also serve as a Graduation Coach
- ▶ Subject level teachers will attend after school tutoring on a regular schedule to provide specific assistance.
- ▶ Transportation will be provided between our two towns for the after school program.

SIA Application – Strategy 5 - Budget

- ▶ .5 YCIS Library Assistant
- ▶ .5 YCHS Library Assistant / Graduation Coach
- ▶ Bus transportation 3 days a week between Yamhill and Carlton
- ▶ Cost \$50,000

Thanks for making this possible

- ▶ Total cost – SIA \$788,816
- ▶ We have created a plan that addresses most concerns
- ▶ Classrooms will be safer, less crowded, and more productive
- ▶ Teachers will be better able to form productive relationships with students
- ▶ Students will be able to get more help in academics and mental health
- ▶ Students will access to a wider range of classes
- ▶ We appreciate the Yamhill and Carlton communities engaging with this process

Student Investment Account Grant Application Template (Optional)

This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	2019-2020
District	Yamhill Carlton School District
Webpage (Where SIA Plan will be Posted)	https://www.ycsd.k12.or.us/
Contact Person	Name: Charan Cline Email: clinec@ycschools.org Phone: (503) 852-6980

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):

A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

The Yamhill Carlton School District is small district in northern Oregon educating about 1050 students. We serve the students of the City of Yamhill and the City of Carlton as well as the extensive surrounding rural area. We have 3 schools: Yamhill Carlton Elementary (K-4), Yamhill Carlton Intermediate (5-8), and Yamhill Carlton High School (9-12). There are no charter schools located in our district. Our local economy is dominated by agriculture, construction, and the production and sale of wine, but many people commute to other communities for employment. We are rapidly becoming a destination for retired people to

live, and so new housing is not bringing in a corresponding influx of students. We have experienced numerous budget reductions as our student count has declined, thus precipitating loss of services to students and increased class size. The demographics of the school district are 85% white, 9% Hispanic/Latino, 4% Multi-racial, and 1% Asian. Other demographic considerations: our free and reduced lunch percentage is 36%, our Special Education population is 14% of our students, and 14% of our students are considered to be mobile.

Our SIA application will focus on issues that have been made worse by reducing the budget over the last few years. Four years ago, the Yamhill Carlton School District replaced its single Academic Counselor at the Elementary and Middle level with two mental health specialists from Yamhill County. While the tradeoff helped to build a robust mental health system in our schools, we lost some important academic and behavioral services that our counselor provided. Therefore we will add a counselor to our Intermediate School while retaining the mental health specialists. We have experienced an increase of students with mental health issues at all levels. The counselor will help with this situation and the mental health specialists will be able to focus their efforts on the highest level of need. At the elementary, we will add a classified aide to monitor a safe space for agitated students to regain control of their emotions before returning to class. At the intermediate level, we will add a half time special education teacher to specifically work with students that need to develop prosocial skills.

Our school district has made great strides in improving all student outcomes in language arts, however we have experienced lackluster success in math at the secondary level. Our growth at the elementary has brought us to the state average, but our economically disadvantaged and special education students still remain frustratingly behind. To combat this, we will reduce class sizes in the elementary by adding a teacher in the 4th grade. Our elementary school's instructional spaces will be overwhelmed by the increase in classrooms, so the 4th grade will be moved to our intermediate school where space is available. Consequently, we will need more FTE for PE, Music, and other specialized classes. We will need to add an Assistant Principal to YCIS to assist in the management of the program. We will add a half-time instructional coach to work with our K-8 teachers on improving our cooperative learning strategies. We are beginning a trial on a new K-6 math curriculum that incorporates progress monitoring assessments.

At the secondary level, we must lower class sizes in math and create interventions for students who need them. We will add a new math teacher at the secondary level. This will allow our teachers to work with smaller groups of students and schedule intervention classes. We will also add a Home Economics class that has been specifically requested by parents. Parents, teachers, and students have requested an afterschool program that provides help with math, so we will implement one at all levels that are attended by designated instructional aides and have rotating teaching staff. Afterschool transportation will be provided between the two towns.

Last year YCSD employed a part time ELL family liaison that was funded through an expiring grant. This position has been helpful in connecting with families that have found it difficult to navigate the school system. A weekly phone call that helps troubleshoot problems that a student is experiencing has gone a long way in reducing barriers to

achievement. On the suggestion of one of our towns mayor, we are going to expand the position to connect to parents who are navigating poverty. We know that many people who are economic disadvantaged experience the school system as a barrier to their child's progress and we want to help them use it effectively. This position will not be funded with SIA dollars, but with other funds.

These series of targeted investments have been calculated to provide the most impact possible with the approximately \$790,000 SIA budget provided to the Yamhill Carlton School District. Our goals are reduce the achievement gap between all students and economically disadvantaged and special education students. We are also making a significant investment in resources that will help improve the mental health of students.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- A focus group meeting was held with Hispanic families before the Intermediate School open house on September 17th to begin the data collection for the SSA.
- The school board held a town hall style meeting on Oct 29th where the SSA was explained to the participants and school data was presented. Participants then met in small groups with board members to discuss their ideas.
- In mid-October an online survey was sent out to all parents, staff members, and students. The e-mail with the SSA description and survey link was sent out to all groups six weeks in a row.
- At parent conferences on November 25th and 26th, parents were personally invited by teachers to fill out the survey and a QR code was given to each so that they could access the survey on their mobile phone.
- Over the next two weeks, secondary students were given the survey in their Advisory class.
- The Superintendent presented the SSA information at the Carlton Business Association quarterly meeting on December 17th and participants were given the link to take the survey.
- At the Future Farmers of America (FFA) Alumni monthly Meeting on December 16th a short focus group session was held and the survey link was given to participants.
- A focus group was held with the Superintendent's Advisory Council on January 6th.
- On January 9th a focus group session was held with the leadership of the local classified and teacher's union.
- The District School Improvement Team analyzed survey data on December 19th and did their own focus group on January 16th.
- The school district administrative team held a focus group on January 20th.
- The Superintendent held a focus group on January 27th with parents of Title 1 students.

Student Investment Account Grant Application Template (Optional)

Key information:

- 1) Students who are Economically Disadvantaged are performing worse on average than the whole student group.
- 2) Stakeholders desire smaller class sizes at the elementary and middle level.
- 3) All of our students need to do better at achieving in math.
- 4) Stakeholders desire afterschool academic intervention programs for students, with transportation.
- 5) Stakeholders desire more counselors in our schools.
- 6) Stakeholders desire more Career Technical Education in our schools.

(250 words or less)

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? (500 words or less)

Representatives of the Yamhill Carlton School District worked diligently to engage the community in this process. While we managed to connect with various groups of people, we also encountered a number of barriers to our outreach.

The community engagement process was pursued using two different strategies: The first was to piggyback on community and school events that are regular scheduled and where people are liable to attend. The communities of Yamhill and Carlton are rural and have few civic organizations that come together to develop action. The ones we do have were attended by school officials and questions were asked of how to change the school system to help improve the outcomes of students. As the SSA was not the focus of those pre-scheduled meetings, the SSA was explained to the gathering and people were given links to surveys to fill out.

The second approach was to create events and surveys that were specifically focused on the SSA. School district representatives created meetings and surveys that were sent out to stakeholders. The school board held a town hall style meeting to explain the SSA and listen to stakeholder feedback. Even though we sent out surveys multiple times through e-mail and social media, the results were disappointing. Only 111 parents responded out of an estimated possible 2000.

Communication in our district has been a consistent problem. We have struggled to get parents or community members to attend events that are not specifically about their student performing in an athletic, artistic, or academic event. To combat the issue, the district has employed a part time Communication Specialist who has done an admirable job of helping to rebrand the district and create a positive image in social media. Her duties will be expanded next year to help teachers provide more consistent communications to parents.

What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less)

Both the mayors of Yamhill and Carlton are on the Superintendent's Advisory Committee. As they are aware of how many retired people are moving into the area, they proposed an effort to bring this population into the schools as volunteers. Therefore we will attempt to find a "classroom grandparent" for all of our elementary school classes next year. We hope that this will provide more adult presence in our schools and create a mutually beneficial relationship with our retirement community.

We have developed good relationships with our business community, but we tend to meet intermittently due to the demands of teaching school and running businesses. We will endeavor to create a regular bi-annually meeting times with our business partners to gather their input on CTE programs and demonstrate student projects.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)

If the Oregon Department of Education would advocate for a bill that offered businesses tax incentives to partner with public schools, it would be in everyone's immediate interest to create productive working relationships with our local industries.

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

- ☐ Students of color – survey
- ☐ Students with disabilities – survey
- ☐ Students who are emerging bilinguals – survey
- ☐ Students navigating poverty, homelessness, and foster care – survey
- ☐ Families of students of color – survey and focus group
- ☐ Families of students with disabilities – survey
- ☐ Families of students who are emerging bilinguals – survey and focus group
- ☐ Families of students navigating poverty, homelessness, and foster care – survey and focus group
- ☐ Licensed staff (administrators, teachers, counselors, etc.) survey and multiple focus groups
- ☐ Classified staff (paraprofessionals, bus drivers, office support, etc.) survey and multiple focus groups
- ☐ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) survey and multiple focus groups

Student Investment Account Grant Application Template (Optional)

- ☐ Tribal members (adults and youth) NA
- ☐ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) survey
- ☐ Business community – survey and multiple focus groups
- ☐ Community leaders – survey and multiple focus groups

Other _____

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- Survey(s) or other engagement applications (i.e. Thought Exchange) x
- In-person forum(s) x
- Focus group(s) x
- Roundtable discussion x
- Community group meeting x
- Website x
- Email messages x
- Newsletters x
- Social media x
- School board meeting x
- Partnering with unions x
- Partnering with community based partners x
- Partnering with faith based organizations
- Partnering with business x
- Other _____

Evidence of Engagement

Upload your top five artifacts of engagement.

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less)

- Results of parent survey
- Results of staff survey

- Focus group results of Title 1 parents
- Focus group results of Union meeting
- Results of student survey
- Describe at least two **strategies** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)
 - We decided to use an electronic survey as a data collection tool so we give everybody a chance to make their opinion known. Focus groups and town hall meetings are often dominated by people with the most extreme views or the loudest voices. The survey gave us the opportunity to collect quantitative data from a wide range of people. Because we live in a rural community, people tend to not attend events that are not specifically linked to their child performing in an academic or athletic activity. The survey allowed stakeholders to register their thoughts from the privacy of their own home. Along with the objective questions, patrons were able to make individual comments as well. Survey results have been loaded up as an artifact.
 - We used focus group discussions as a tool of personal engagement with stakeholder groups. The discussions allow people to make their individual suggestions in the company of people who have similar interests. Often one person's suggestion sparks a new idea in the mind of another. The summaries of various focus groups have been loaded up as an artifact.
- Describe at least two **activities** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)
 - During parent conferences teachers provided parents with an explanation of the SSA and a link to the survey. A QR code was provided so parents could take the survey on their mobile phones. The survey link was e-mailed out before the meeting.
 - This strategy was used in an effort to get more stakeholders informed about the new law and motivate a large group to give us their objective opinion on how to improve the school district.
 - During the meeting for Title 1 parents, a focus group meeting was held. Parents were able to express their thoughts in an open discussion and make recommendations about ways to improve the outcomes of their students.
 - The Title 1 meeting is held annually in our Elementary School. While we have an achievement gap between all students and our students who experience economic disadvantage, we have no real way to identify who those students are. The Title 1 meeting was used as proxy to hear the concerns of parents who may be experiencing issues of poverty.

Student Investment Account Grant Application Template (Optional)

- Describe at least two **strategies** you executed to engage staff. Explain why those strategies were used. (500 words or less)

Staff members were engaged in three different ways. First an electronic survey was used so we gain the consolidated opinion of the entire group. This survey was sent out multiple time through our email system and certified and classified union leadership encouraged members to fill it out. Then we held a focus group with union leaders so that we could hear the priorities of staff leaders. We then held a focus group with the School Improvement Team that is composed of staff members, parents, administrators, and school board members so we could gain an understanding of the whole group priorities.

- Describe at least two **activities** you executed to engage staff. Explain why those strategies were used. (500 words or less)
 - In our monthly union meeting, staff survey results were provided to the union representatives of each building as well as the organizational leadership. Using the objective information, staff was engaged in discussion about their priorities for the SIA application. They were able to present clear ideas and priorities that are reflected in the SIA application.
 - Our District School Improvement team consists of certified, classified, and administrative staff. This group meets on a monthly basis to review data and plan professional development for the school district. They reviewed the results of the staff, parent, and student survey comments to find trends in opinion. This information was condensed and returned to members. The next meeting they held a focus group with the superintendent and developed their own set of recommendations on the use of the SIA to improve the outcomes of students.
- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)
 - Students who are Economically Disadvantaged are performing worse on average then the whole student group.
 - We are adding a graduation coach at the high school.
 - A part time Liaison for parents and students navigating poverty.
 - After school tutoring programs will be implemented at all buildings.
 - Stakeholders desire smaller class sizes at the elementary and middle level.
 - We are lowering class size at both our elementary and intermediate schools to help teachers build stronger relationships with students.
 - Replacing a Dean at the intermediate school with an Assistant Principal.
 - Increasing the FTE in Language Arts elective and intervention classes, Physical Education, and music at YCES and YCIS.
 - All of our students need to do better at achieving in math.

- We are adding in a new secondary teaching position in math to increase intervention opportunities.
- We are testing new math curriculum with screening tools at the K-6 level.
- Instructional coach at elementary and intermediate level.
- Stakeholders desire afterschool academic intervention programs for students, with transportation.
 - After school tutoring with transportation between the communities of Yamhill and Carlton
- Stakeholders desire more counselors in our schools.
 - We are adding a Counselor at the Intermediate School
 - We are adding a Special Education Teacher focused on students who need assistance learning prosocial behavior at the Intermediate School. An aid will be assigned in the program all day.
 - The high school will increase their half time Yamhill County Behavior Specialist to full time.
- Stakeholders desire more Career Technical Education in our schools.
 - We will add a home economics program at the Intermediate School Level.

Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making. (150 words or less)

Oregon State Assessment data over the past five years was used to look at student achievement of over time. The data is broken down by sub-group and allows us to take an objective look at the performance of different student groups. We also looked at the same data in the Forecast 5 software which provided an interesting equity lenses when we were compared to other areas schools.

We used data from the Oregon Healthy Teen Survey that allowed us to gain an understanding of student at risk behavior.

We used qualitative data gained from parent, staff, and student surveys. The surveys allowed participants to self-identify ethnic groups, so we were able to isolate data based on demographics.

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning

Student Investment Account Grant Application Template (Optional)

pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:

1. [SIA Integrated Planning Tool](#) (created by ODE)
2. [Clackamas ESD SIA Plan Template](#)

Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less)

The Yamhill Carlton School District is committed to the success of all of its students. We used the Oregon Equity Lens as a reference point when we made the decision to commit resources specifically to reduce the achievement gap for Economic Disadvantaged Students. The lens helped us to consider strategies suggested by parents of Title 1 students that will help add academic interventions both during and after school to our math program and incorporate a graduation coach to work with students who need more support navigating the expectations of high school.

Part Six: Use of Funds

Which of the following [allowable use categories](#) is your plan designed to fund within? Select any or all.

- Increasing instructional time - Yes
- Addressing students' health and safety needs - Yes
- [Evidence-based strategies](#) for reducing class size and caseloads - Yes
- Expanding availability of and student participation in well-rounded learning experiences - Yes

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

We have also experienced an increase of students with mental health issues at all levels. The counselors will help with this situation and the mental health specialists will be able to focus their efforts on the highest level of need. At the elementary, we will add a classified aide to monitor a safe space for agitated students to regain control of their emotions before returning to class. At the intermediate level, we will add a half time special education teacher to specifically work with students that need to develop prosocial skills.

Student Investment Account Grant Application Template (Optional)

Our school district has made great strides in improving all student outcomes in language arts, however we have experienced lackluster success in math at the secondary level. Our growth at the elementary has brought us to the state average, but our economically disadvantaged and special education students still remain frustratingly behind. To combat this, we will reduce class sizes in the elementary by adding a teacher in the 4th grade. Consequently, we will need more FTE for PE and other specialized classes. We will also increase a Title 1 funded Instructional Assistant to full time to provide intervention opportunities for students. We will add a half-time instructional coach to work with our K-8 teachers on improving our researched based cooperative learning strategies that aid the learning of Economically Disadvantaged students. We are beginning a trial on a new K-6 math curriculum that incorporates progress monitoring assessments. In addition, we will add a Graduation Coach at the high school level to lower the gap in graduation between student groups.

At the secondary level, we must lower class sizes in math and create interventions for students who need them. We will add a new math teacher at the secondary level. This will allow our teachers to work with smaller groups of students and schedule intervention classes. We will also add a music program at the elementary level to give students more options and lower overall class size. The addition of the music program at YCES allows us to transfer FTE for our current music theater program from the elementary to the secondary, thus increasing options for a well-rounded education at both locations. Parents, teachers, and students have requested an afterschool program that provides help with math, so we will implement one at all levels that are attended by designated instructional aides and have rotating teaching staff. Afterschool transportation will be provided between the two towns.

These series of targeted investments have been calculated to provide the most impact possible with the SIA budget provided to the Yamhill Carlton School District. Our goals are to reduce the achievement gap between all students and economically disadvantaged and special education students. We are also making a significant investment in resources that will help improve the mental health of students.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan. (500 words or less)

Disruptive students have caused lost instructional time for all students and frustration for teachers. Students that are consistently disruptive are often the victims of trauma or are having trouble regulating their emotions. The investments we are making in creating a robust and multi-layered system of mental health treatment, behavioral interventions, and education should produce an improved learning environment for all students. At the same time, students who are engaged in consistent disruptive behavior, will learn how to manage their impulses and trauma reactions so that they will be able to better access instruction and improve their rate of learning. Reasonable sized classes will enable our teaching staff to better manage off task behavior. Our goal is to reduce behavior referrals at all schools by 40% over the next three years.

Our part time instructional coach will help teach and reinforce our district’s cooperative learning strategies so that learning in classroom will become more productive and easier for the traumatized student to engage in. These techniques are researched based and are focused on improving the outcomes of Economically Disadvantaged students as well. Our new counselors will continue to train our teaching staff in techniques to work with students who have experienced trauma. Our Graduation Coach will make personal connections with students who are not earning credits in high school and help them to meet the expectations of graduation. Our goal is to reduce the achievement gap between all student groups by 50% over the next three years in all statistical areas including academic achievement assessments, ninth grade on track, and 4 year graduation rates.

Our school district has put considerable effort into an RTI program for reading and a robust writing program. Consequently, our district’s test scores are consistently at or above the state average in language arts. While we have also put effort into our math program, we are not achieving similar results for all students in that subject. Adding another teacher at the secondary level, an afterschool tutoring program at all levels, and new curriculum at the elementary level will help us focus and enhance our math programs. It is our objective to raise student growth rates in math for all students above the 50th percentile over the next three years. We want to raise math achievement rates for all students above the state average in the next three years.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you’ve drafted, or otherwise experience the supports or changes you hope your plan causes? (250 words or less)

The issues that we have chosen to focus on with the SIA funds are long term issues that are part of the fabric of current American society. Schools are neither the complete source of the problems nor the whole solution to them. We can and will build a better education system to aid the progress of all of our students, but we have little influence over the root causes of the dysfunction.

The main barriers that we will encounter as we work to improve the outcomes of students are the ones we deal with now: Economic instability of families, students who have been traumatized, students who are developing mental illness, students who are mobile, families that are not committed to their children’s academic education, and a host of other related issues.

At the same time, our schools have a number of institutional barriers that we need to overcome to effectively educate students: School bureaucracy that is difficult for families to navigate, low teacher expectations for students, reductions to school budgets, aging school facilities, and a lack of a work force to fill the needs of the school. Even if everything is put into place perfectly, it takes time and persistence to change human behavior.

Part Seven: Evidence of Board Approval

Student Investment Account Grant Application Template (Optional)



You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

Part Eight: Public Charter Schools (Application-If applicable)

Do you sponsor a public charter school? - No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan? - NA

Did any public charter schools you invited to participate in your SIA plan decline to participate? - NA

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. (150 words or less) - NA

You will be asked to upload any SIA charter school SIA specific agreements.

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total Budget
Strategy 1	Strategy 1 : We will take a multi-pronged approach to helping students who exhibit needs with productive school behaviors. To start we will add school counselors to our K-8 programs to work in cooperation with	\$ 129,188.00	\$ -	\$ 788,816.00
Strategy 2	Strategy 2: We will add a Special Education teacher to provide extra support for students with disabilities that manifest as poor behavior. We will add a trained instructional aide to both the intermediate and	\$ 88,063.00	\$ -	
Strategy 3	Strategy 3: To improve the academic performance of all students and reduce the achievement gap between groups of students, a part time instructional coach will be employed to help our teachers perfect the	\$ 129,188.00	\$ -	
Strategy 4	Strategy 4: To facilitate the relationship building of students and teachers we will hire more staff to lower class size at the elementary level. To find space to house more staff, we will need to move grade levels to	\$ 392,377.00	\$ -	
Strategy 5	Strategy 5: We will hire an instructional assistant to manage an afterschool tutoring program 3 days a week. Subject level teachers will attend on a regular schedule to provide specific assistance. Transportation will be	\$ 50,000.00	\$ -	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire counselors, mental health specialists	S1	X	X	X	\$129,188			High
2	Hire special education teacher and instructional assistant for behavior classroom	S2	X	X	X	\$ 88,063.00			High
3	Instructional coach, math teacher	S3	X	X	X	\$ 129,188.00			MID
4	Add teachers and assistant principal to lower class size, and increase well rounded education	S4	X	X	X	\$ 392,377.00			High
5	Add after school program and graduation coach	S5	X	X	X	\$ 50,000.00			Mid
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

Longitudinal Growth Targets

Each applicant will submit DRAFT longitudinal performance growth targets with their SIA Application during the submission window: March 2 – April 15, 2020. Additional guidance and training will be available for applicants in January 2020. As a starting point, ODE is providing the worksheet below for applicants to begin working through a process for growth target setting.

Five Year Targets

Four-Year Graduation

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	89%	90%	91%	92%	93%
Baseline Target	82%	83%	84%	85%	86%

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	70%	71%	72%	72%	73%

Five-Year Completion

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	89%	90%	91%	92%	93%
Baseline Target	82%	84%	84%	85%	87%

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	70%	71%	72%	72%	73%

3rd Grade Reading (ELA)

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	56%	59%	62%	64%	66%
Baseline Target	53%	56%	59%	62%	64%

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	48%	53%	58%	61%	63%

9th Grade On-Track

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	88%	89%	90%	92%	94%
Baseline Target	87%	88%	89%	90%	92%

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	87%	88%	89%	90%	92%

Data Definitions

ODE will maintain [data definitions for the common metrics](#).

Temporary Teachers - No Renewal Action is Taken			
Last Name	First Name	19/20 Contract Status	20/20 Contract Status
Ferrier	Meredith	Temporary ELD Teacher	N/A
Bales	Kathy	7th/8th Social Studies Teacher	N/A
Probationary Teacher Contract Recommendations			
Last Name	First Name	19/20 Contract Status	20/21 Contract Status
Anderson	Megan	1st Year Probationary Teacher	2nd Year Probationary Teacher
Burnett	Megan	1st Year Probationary Teacher	2nd Year Probationary Teacher
Campbell	Michelle	1st Year Probationary Teacher	2nd Year Probationary Teacher
Cicoria	Anthony	1st Year Probationary Teacher	2nd Year Probationary Teacher
Gonnuscio	Jennifer	1st Year Probationary Teacher	2nd Year Probationary Teacher
Rivas	Kayla	1st Year Probationary Teacher	2nd Year Probationary Teacher
Shelly	Thomas	1st Year Probationary Teacher	2nd Year Probationary Teacher
Stevens	Abby	1st Year Probationary Teacher	2nd Year Probationary Teacher
Tramelli	Reid	1st Year Probationary Teacher	2nd Year Probationary Teacher
Collins	Jared	2nd Year Probationary Teacher	3rd Year Probationary Teacher
Hoover	Emma	2nd Year Probationary Teacher	3rd Year Probationary Teacher
Hornick	Jeffrey	2nd Year Probationary Teacher	3rd Year Probationary Teacher
Lucero	Jonathan	2nd Year Probationary Teacher	3rd Year Probationary Teacher
Post	Bradley	2nd Year Probationary Teacher	3rd Year Probationary Teacher
Roberts	Heather	2nd Year Probationary Teacher	3rd Year Probationary Teacher
Wilkins	Joseph	2nd Year Probationary Teacher	3rd Year Probationary Teacher
Chadwick	Emily	3rd Year Probationary Teacher	Contract Teacher
Foley	Anne	4th Year Probationary Teacher	Contract Teacher
Heatherly	Lisa	5th Year Probationary Teacher	Contract Teacher
Rabung	Andrew	6th Year Probationary Teacher	Contract Teacher
Takashima	Quinn	7th Year Probationary Teacher	Contract Teacher
Vanderzanden	Brenda	8th Year Probationary Teacher	Contract Teacher
Watson	Kristen	9th Year Probationary Teacher	Contract Teacher
19/20 Contract Satus Teacher Recommended for Renewal			
Last Name	First Name	Last Name	First Name
Amuzu	Nicole	McGhehey	Tracie
Bell	Ardis	McKinney	Mark
Belt-Verhoef	Stephanie	McKinney	Renee
Buehler	Michael	Nolan	Linda
DaSilvia	Trevor	Nonamaker	Sean
Echauri	Kay	Optiz	Matthew
Ezell	Rachael	Schaljo	Jenny
Henry	Rachel	Schulze	Susie
Hoyt	Tina	Sisto	Jo Ann
Jacobs	Lisa	Slavish	Jordan
Johnson	Danna	Stahl	Richard
Kidd	Bobbi	Sunday	Erin
Koopman	Kristy	Vance	Christi
McCathron	Emily	VanHorn	Kelly
Mossholder	Brennon	Williams	Debbie
		Williamson	Jason

YCSD Administrator Contract Actions - March 12th, 2020		
Last Name	First Name	Contract Action if any for 2020-2021 School Year
Tollefson	Chad	Move from Probationary Admin 3 to Year 1 of 3 year Contract
Wiles	Matt	Move to Year 2 of 3 year Contract
Reaver	Clint	Move from Probationary Admin 1 to Year 1 of 3 year Contract
Henderson	Scott	Move from Probationary Admin 1 to Probationary Admin 2
Horne	John	Renew to Year 1 of new 3 year contract



YAMHILL CARLTON SCHOOL DISTRICT

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MARCH 12, 2020

AGENDA ITEM: 403(b) Plan Restatement

Purpose: Action Item

The District makes available to employees a 403(b) retirement plan. This is commonly referred to as a Tax-Sheltered Annuity (TSA). The District engages Carruth Compliance Consulting, Inc. to act as the Third-Party Administrator for the District 403(b) Plan.

An Executive Summary is included to explain the need for a plan restatement.

I recommend that the Board adopt the restated plan and give the Director of Fiscal Services approval to sign the preapproved plan document.

Respectfully Submitted: Tami Zigler



Carruth Compliance Consulting, Inc.

403(b) and 457(b) Plan Administration Services

11515 SW Durham Rd.
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Yamhill Carlton School District 403(b) Pre-Approved Plan Restatement Executive Summary

Background

In 2007, the IRS released the Final Regulations for Section 403(b) requiring the adoption of a written program (i.e., plan document) and provided Model Plan Language to assist in the drafting of your initial 403(b) Plan Document adopted 1/1/09. The current plan document for Yamhill Carlton School District is hosted on CCC's website, www.ncompliance.com.

Subsequently, the IRS created a 403(b) Pre-Approved 403(b) Plan program designed to provide employers assurance that their plan documents meet IRC Section 403(b) requirements. To participate in the pre-approved plan program, employers must restate their plan documents to a pre-approved plan no later than 3/31/2020. The pre-approved plan document remedies issues in the initial Model Plan Language and conforms the 403(b) plan with applicable law and regulations, including:

- Allowing loan amounts that do not exceed the lesser of: (1) \$10,000 or (2) 100% of the account balance.
- Clarifying rules for distribution of Employer Contributions.
- Active Reservist distribution rules.
- PPA, WRERA, and the Heart Act.
- 403(b) pre-approved plan program requirements (i.e., new 415(c) participant annual notification requirements).

Pre-Approved Plan Document Overview

CCC's plan document has been pre-approved by the IRS. The pre-approved plan document will restate the current plan document and have an effective date retroactive to 1/1/2010 (use of the Model Plan Language provides reliance prior to 1/1/2010). The pre-approved plan document is subject to a 6-year amendment cycle and will need to be reviewed for possible restatement and/or amendment again in 2026. The pre-approved plan document contains three components:

- Basic Plan Document which includes all optional and non-optional provisions of the plan.
- Adoption Agreement which contains information unique to your plan, including your selected optional features, and, is where the employer signs the plan.
- Administrative Appendix which provides a detailed breakout of the Employer, TPA, and vendor responsibilities in regard to the operation of the plan. This also spells out the rules concerning payroll slots. (Note: only Active Payroll Slot Vendors will be eligible for Exchanges, Transfers, and Rollovers.)

Note: There are numerous elections in the Adoption Agreement that are not applicable to 403(b) plans sponsored by public school entities. For ease of use, CCC has shaded non-applicable items in the Adoption Agreement.

Next Steps

The pre-approved plan document reflects the current operations of the 403(b) plan and retains the existing optional features unless specific changes have been requested. Please let us know if you would like to make changes to your plan.

The pre-approved plan document will need to be signed by an individual endowed with the authority to execute contracts on behalf of Yamhill Carlton School District by the signing of page 8 of the Adoption Agreement. The signed agreement should be sent to CCC, whereupon we will update the plan's online documentation and provide plan vendors with updated plan materials.

Yamhill Carlton School District

Code: **IKF**

Adopted:

Graduation Requirements**

(This version does not require an administrative regulation.)

(Version 1)

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

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

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

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

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 26 credits which include at least:

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

¹ As defined in ORS 30.297.

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

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

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

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

Essential Skills

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

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

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

- ~~1. Are on track to meet all other graduation requirements;~~
- ~~2. Are unable to demonstrate proficiency in the Essential Skills in English;~~
- ~~3. Have been enrolled in a U.S. school for five years or less; and~~

~~4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)².~~

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

~~Essential Skills Appeal~~

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

Modified Diploma

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

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

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

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

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

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

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

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

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

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

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

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

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

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

Extended Diploma

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

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

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

Alternative Certificates

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

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

Other District Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

Yamhill Carlton School District

Code: BBF
Adopted: 10/9/2006

Board Member Standards of Conduct (Version 1)

Individual Board members and the Board as a public entity must comply with ethics laws for public officials.

Board members will treat other Board members, the superintendent, staff and the public with dignity and courtesy and will provide an opportunity for all parties to be heard **with** due respect for their opinions.

Board members will recognize the superintendent as the chief executive officer to whom the Board has delegated administrative authority to establish regulations and oversee the implementation of Board policy.

~~A Board member has the right to express personal opinions.~~ When ~~expressing such opinions~~ a Board member expresses personal opinions in public, the Board member should clearly identify the opinions as personal.

A Board member will respect the privacy rights of individuals when dealing with confidential information gained through association with the district.

A Board member will keep information and documents discussed in executive session confidential.

A Board member will ~~utilize social media websites judiciously by not posting~~ not post confidential information or documents about students, staff or district business online, including but not limited to, on social media.

Board members will treat fellow Board members, staff, students and the public with respect while posting online or to social media and will adhere to Oregon Public Meetings Laws, including when communicating with other Board members via websites or other electronic means.

A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make an oral report by telephone or otherwise to the local Department of Human Services (DHS), to the designee of the department or to a local law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

Legal Reference(s):

[ORS 162.015 - 162.035](#)
[ORS 162.405 - 162.425](#)
[ORS 192.610 - 192.710](#)
[ORS 244.040](#)

[ORS Chapter 244](#)
[ORS 332.055](#)
[ORS 419B.005](#)
[ORS 419B.010](#)

[ORS 419B.015](#)
[Senate Bill 415 \(2019\)](#)

Yamhill Carlton School District

Code: BDC
Adopted: 05/08/2017

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student~~s~~ and matters pertaining to or examination of the confidential ~~medical~~ records of ~~a the student, including that student's educational program.~~

An executive session may be convened by order of the Board chair, upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660 during a regular, special or emergency meeting. The presiding officer will announce the executive session by identifying the authorization under ORS 192.660 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent. (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))

10. To discuss matters pertaining to or examination of the confidential ~~medical~~ records of a student, ~~including that student's educational program~~. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student~~s~~ or examination of the confidential ~~medical~~ records of a student ~~including, that student's educational program~~; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential ~~medical~~ records ~~and educational program~~; the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential.

END OF POLICY

Legal Reference(s):

~~ORS 192.610-660-192.710~~
~~ORS 332.045~~

[ORS 332.061](#)

House Bill 2514 (2019)

Yamhill Carlton School District

Code: BDDG
Adopted:

Minutes of Board Meetings

The Board secretary will take written minutes of all Board meetings. The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;
2. All motions, proposals, resolutions, orders and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name;
4. The substance of any discussion on any matter;
5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of minutes from the [District Office]. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain a hard copy¹ of the meeting minutes and make them available to staff and other interested patrons.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential ~~medical records and that student's educational program~~; the discussion; and each Board member's vote on the issue.

END OF POLICY

Legal Reference(s):

[ORS 192.610 - 192.710](#)

[ORS 332.061](#)

House Bill 2514 (2019)

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970).

¹ Oregon Administrative Rule 166-400-0010(9)

Yamhill Carlton School District

Code: JGE
Adopted: 10/9/2006
Revised: 12/14/2015

Expulsion**

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

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

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

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

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

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

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

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

1. Notice will be given to the student and the parent by personal service¹ or by certified mail² at least {five} days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges;
 - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
 - c. A recommendation for expulsion;

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

[OAR 581-021-0050 - 021-0075](#)
[House Bill 2514 \(2019\)](#)

Yamhill Carlton School District

Code: ECACB
Adopted: 01/09/2020

Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee, volunteer, or representative of the district operating an unmanned aircraft system (UAS) shall do so in accordance with this policy, ~~and~~ all applicable Federal Aviation Administration (FAA) and Oregon Department of Aviation (ODA) regulations and local laws.

~~An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.~~

A small unmanned aircraft, as defined by law, may be operated by the district. A small unmanned aircraft must weigh less than 55 pounds, including the weight of anything attached to or carried by the aircraft and must be registered through the FAA and ODA. The district will register as a user of such with ODA.

Publicly supported kindergarten through grade 12 school programs and publicly-supported entities that support K-12 schools or after school K-12 programs are exempt from the requirement to pay the ODA registration fee.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics, and airplane design and construction, ~~which~~ and can also serve as an academic tool in other areas such as television, film production, or the arts in general.

~~Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may provide limited assistance to a student operating a UAS, provided the student maintains operational control of the model aircraft such that the staff member’s manipulation of the model aircraft’s controls is incidental and secondary to the student’s. The staff member’s de minimis participation must be limited to the student’s operation of the UAS as part of the course.~~

Prior to operating a UAS, the district will review all airspace, certification, registration, and other requirements. When operating in the National Airspace System (NAS), the supervisor (instructor/teacher) of the educational UAS shall hold a current pilot certification described in 14 C.F.R. Part 107 or have a Certificate of Authorization as described in 49 U.S.C. § 44801, so any student(s) can fly under their direct supervision, and to be in compliance with current FAA¹ regulations. District staff will not operate more than one UAS at the same time.

District employees shall work with administrators to ensure that proper insurance, registration ~~with both~~ required by FAA and ODA, reporting to ~~ODA~~ FAA, and authorization from district administration are in place prior to ~~adoption of curriculum that allows operation of a UAS~~ use as a part of the district’s curriculum.

¹ https://www.faa.gov/uas/educational_users/

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)² at OSAA-sanctioned events.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures³ for the implementation of this policy. The district shall post a copy of this policy, associated procedures, and a copy of Oregon Revised Statute (ORS) 192.345 on the district's website.

The district will report accidents involving a UAS to FAA no later than 10 calendar days after the accident when it involves:

1. Serious injury to any person or any loss of consciousness; or
2. Damage to any property, other than the small UAS, unless the cost of repair (including materials and labor) does not exceed \$500, or the fair market value of the property does not exceed \$500 in the event of total loss.

{Third Party Use

Third party use of a UAS on district property or at district-sponsored events or activities on district property for any purpose is prohibited, unless granted permission from the {superintendent or designee}.

If permission is granted by the {superintendent or designee}, the third party operating a UAS will comply with all FAA and ODA registration and use regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. ~~Appropriate~~ Proof of UAS registration and authorization (including a certificate identified in 14 C.F.R. Part 107 or a Certificate of Authorization described in 49 U.S.C. § 44801) issued by ~~the~~ FAA, and proof of user registration with ODA when required⁴; and

² [#87](http://www.osaa.org/governance/handbooks/osaa) <http://www.osaa.org/governance/handbooks>

³ Procedures must include: the length of time data will be retained by the district; specifications for third party storage of data, including handling, security and access to the data by the third party; a policy on disclosure of data through intergovernmental agreements.]

⁴ A public body, as defined in ORS 174.109, operating an unmanned aircraft system must register as a user with ODA. (ORS 837.360)

3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.}

END OF POLICY

Legal Reference(s):

[ORS 164.885](#)

[ORS 174.109](#)

[ORS 192.345](#)

[ORS 837.300 - 837.390](#)

[ORS 837.995](#)

[OAR 738-080-0015 - 080-0045](#)

[Senate Bill 581 \(2019\)](#)

~~Federal Aviation Administration Modernization and Reform Act of 2012, P.L. 112-95 § 336 (2012).~~

~~Federal Aviation Administration, Educational Use of Unmanned Aircraft Systems (UAS) Memorandum, May 4, 2016.~~

~~Federal Aviation Administration Reauthorization Act of 2018, 49 U.S.C. §§ 44801-44810 (2012).~~

~~Small Unmanned Aircraft Systems, 14 C.F.R. Part 107 (2018).~~

~~Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2012).~~

~~OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK #87.~~

Yamhill Carlton School District

Code: EEA
Adopted: 10/9/2006
Revised: 4/13/2015

Student Transportation Services *

(Even if the district contracts for student transportation services, this is a required policy.)

School transportation services will be provided for students to and from school {and for} {transporting students to and from curricular and extracurricular activities sponsored by the district} {transporting from one school or facility to another} {school-sponsored field trips that are extensions of classroom learning experiences}. Transportation will be provided for homeless students to and from the student's school of origin¹ as required by the Every Student Succeeds Act ~~of 2015~~ (ESSA). ~~These s~~Services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the {Board}.

~~Elementary students in grades K-8 who live more than one mile from school will be transported. Secondary students in grades 9-12 who live more than one and one half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.~~

OR

{Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.}

Miles from school will be determined by the [transportation supervisor] in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(e).

{The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.}

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous. If there are no other schools within the district a student may transfer to, the district may establish a cooperative

¹ "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

² "Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

³ If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under ~~Oregon Revised Statute (ORS)~~ 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus {for school activity vehicle}. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus {for vehicle} driver to {the supervisor}. {The transportation supervisor} will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the principal {and/or} transportation supervisor.

The {principal} or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

⁴ "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

The school bus {or vehicle}-driver will be responsible for the school bus {or vehicle} at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 815.080	OAR 581-053-0040
ORS 327.033	ORS 820.100 - 820.190	OAR 581-053-0053
ORS 327.043		OAR 581-053-0060
ORS 332.405	OAR 581-021-0050 - 0075	OAR 581-053-0070
ORS 332.415	OAR 581-022-2345	OAR 581-053-0210
ORS 339.240 - 339.250	OAR 581-023-0040	OAR 581-053-0220
ORS 343.155 - 343.246	OAR 581-053-0002	OAR 581-053-0230
ORS 343.533	OAR 581-053-0003	OAR 581-053-0240
ORS 811.210	OAR 581-053-0004	OAR 735-102-0010
ORS 811.215	OAR 581-053-0010	
ORS 815.055	OAR 581-053-0031	Senate Bill 905 (2019)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2012~~8~~).
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

Yamhill Carlton School District

Code: JEA
Adopted: 10/9/2006
Revised: 12/14/2017

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the entire school term. Persons having legal control of a student, who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation.

The district will develop procedures for issuing a citation.

A parent who is not supervising ~~his/her~~ **their** student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

~~[In addition, under Board policy JHFDA—Suspension of Driving Privileges, the district may report students with 10 consecutive days of unexcused absences or 15 cumulative days unexcused absences in a single semester to the Oregon Department of Transportation.]~~

Exemptions from Compulsory School Attendance

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

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Students who have received a high school diploma or a modified diploma.

4. Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. Students being educated in the home by a parent or guardian:
 - a. ~~When~~ When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the [Willamette] Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
 - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Students excluded from attendance as provided by law.

9. Students who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

10. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.

11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)

[ORS 163.577](#)

[ORS 336.615](#) - 336.665

[ORS 339.010](#) - 339.090

[ORS 339.095](#)

[ORS 339.257](#)

[ORS 339.990](#)

[ORS 419B.550](#) - 419B.558

[ORS 807.065](#)

[ORS 807.066](#)

[OAR 581-021-0026](#)

[OAR 581-021-0029](#)

[OAR 581-021-0071](#)

[OAR 581-021-0077](#)

[Senate Bill 802 \(2019\)](#)

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

Yamhill Carlton School District

Code: JEC
Adopted: 4/11/2016
Revised: 1/9/2020

Admissions**

The Board is committed to providing an educational program for all students living in the district. The Board believes all students living in the district who have not completed 12 years of education should regularly attend a public full-time school and be included in the available educational programs.

A child is considered to be six years of age if the sixth birthday of the child occurred on or before September 1 immediately preceding the beginning of the current school term.

All new students must register in the office. Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance, and immunization.

Students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular and adequate nighttime residence or solely because the student is not under the supervision of a parent.

Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and they have not yet attained the age of 19 prior to the beginning of the current school year.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education to receive a high school diploma or a modified diploma.

Students who attend a district school on an interdistrict transfer or were admitted prior to 2019 through open enrollment are considered residents of the district.

Students living in the district who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Students who are in foster care¹ and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

¹ "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

Students who are military children² are considered resident of the district, if the district is the district of military residence³ for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military orders.

Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)
[ORS 339.010](#)
[ORS 339.115](#)

[ORS 339.125](#)
[ORS 339.133](#)
[ORS 339.134](#)
[ORS 433.267](#)

[OAR 581-022-2220](#)

[Senate Bill 802 \(2019\)](#)
[Senate Bill 905 \(2019\)](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012⁸).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2012).

² "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

³ "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

Yamhill Carlton School District

Code: JECA
Adopted: 10/9/2006
Revised: 12/14/2017

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if ~~he/she~~ the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or an alternative certificate.

~~A student with disabilities shall be considered a resident in which the child's parent or guardian resides under criteria identified in Oregon Revised Statute (ORS) 339.134.~~

~~A student with disabilities voluntarily placed outside the home by his/her parent or guardian may continue to attend the school the student was attending prior to the placement as a district resident, when the student's parent or guardian and school staff can demonstrate it is in the student's best interest.~~

5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.

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

² "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

7. The Board ~~[will]~~ ~~[will not]~~ [may, based on district criteria,] deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.
8. The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.
9. The Board ~~[will]~~ ~~[will not]~~ [may, based on district criteria,] provide alternative programs of instruction to a student expelled for a weapons policy violation.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 339.115](#)

[ORS 339.133](#)
[ORS 339.134](#)
[ORS 433.267](#)

[Senate Bill 802 \(2019\)](#)
[Senate Bill 905 \(2019\)](#)

Yamhill Carlton School District

Code: GBA
Adopted: 10/9/2006
Revised: 5/8/2017

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation¹, national origin, marital status, pregnancy, childbirth or a related medical condition², age, veterans' status³, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁴ 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, the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act of 1973. 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 408.235	ORS 659A.030
ORS 192.630	ORS 652.210 - 652.220	ORS 659A.040
ORS 243.672	ORS 659.850	ORS 659A.082
ORS 326.051	ORS 659.870	ORS 659A.109
ORS 332.505	ORS 659A.003	ORS 659A.112
ORS 342.934	ORS 659A.006	ORS 659A.142
ORS 408.225	ORS 659A.009	ORS 659A.145
ORS 408.230	ORS 659A.029	ORS 659A.233

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 behavior differs from that traditionally associated within the individual's sex at birth.

² 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.

³ 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.

⁴ 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.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
~~[ORS 659A.805](#)~~
[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 839-006-0460](#)
[OAR 839-006-0465](#)

House Bill 2341 (2019)
Senate Bill 479 (2019)

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

Title VII of the Civil Rights Act of 1964, ~~as amended~~, 42 U.S.C. § 2000e, et. seq. (2012).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2012~~8~~); 29 C.F.R Part 1626 (2016~~9~~).

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

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2012~~8~~).

Rehabilitation Act of 1973, 29 U.S.C. §§ ~~503~~, 791, ~~793~~-794 (2012); 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 (2012~~8~~); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2016~~9~~).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2016~~9~~); 28 C.F.R. Part 35 (2016~~9~~).

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).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, ~~as amended~~, 38 U.S.C. § 4212 (2012~~8~~).

~~Title II of the~~ Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2012).

Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).

Yamhill Carlton School District

Code: GBEA
Adopted:

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, 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 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](#)
Senate Bill 479 (2019)

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

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

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).

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

Yamhill Carlton School District

Code: GBEA-AR
Revised/Reviewed:

Workplace Harassment Reporting and Procedure

Any district employee who believes they have been a victim of workplace harassment may file an oral or written report consistent with this administration regulation, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process, or under any other available law.

Additional information regarding the filing of a report may be obtained through the principal, compliance officer or superintendent.

A complaint alleging an unlawful employment practice as described in ORS 659A.030, 659A.082 or 659A.112 or section 4 of Senate Bill 479 (2019) must be filed no later than five years after the occurrence of the alleged unlawful employment practice.

All documentation related to workplace harassment complaints may become part of the personnel file of the employee who is the alleged harasser, as appropriate. Additionally, a copy of all workplace harassment reports, complaints, and documentation will be maintained by the district as a separate confidential file and stored in the district office.

Investigation Procedure

The [HR Director [is] [are]] responsible for investigating reports concerning workplace harassment. The investigator(s) shall be a neutral party having had no involvement in the report presented. If the alleged workplace harassment involves [HR Director], the employee may report to [Superintendent]. All reports of alleged workplace harassment behavior shall be investigated.

The investigator shall:

1. Document the alleged, reported incident of workplace harassment;
2. Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee;
3. Provide a copy of the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee; and
4. Complete the following steps:

Step 1 Promptly initiate an investigation. The investigator will arrange such meetings as may be necessary to discuss the issue with all concerned parties within [five] working days after receipt of the report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The investigator shall notify the complainant in writing that the

investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

[A copy of the report, complaint, or other documentation about the incident, and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the workplace harassment incident, including disciplinary action taken or recommended, shall be forwarded to the [superintendent] [human resources office].]

Step 2 If a complainant is not satisfied with the decision at step 1, the complainant may submit a written appeal to the [superintendent] [or designee]. Such appeal must be filed within [10] working days after receipt of the step 1 decision. The [superintendent] [or designee] shall review the investigators report and findings. The [superintendent] [or designee] will arrange such meetings with the complainant and other affected parties as deemed necessary by the [superintendent] [or designee] to discuss the appeal. The [superintendent] [or designee] shall provide a written decision to the complainant within [10] working days after receipt of the appeal.

[Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The Board will review the findings and conclusion of the [superintendent] [or designee] in a public meeting to determine what action is appropriate. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the [superintendent's] [or designee's] decision as the district's final decision.

If the Board conducts a hearing, the complainant shall be given an opportunity to present the appeal at a Board meeting. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The parties involved may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. The Board shall decide, within [20 working] days, in open session what action, if any, is warranted. The Board shall provide a written decision to the complainant within [10] working days following completion of the hearing.

If the Board chooses not to hear the appeal, the [superintendent's] decision in Step 2 is final.]

Reports involving the superintendent should be referred to the Board chair on behalf of the Board. The Board chair will cause the information¹ required to be issued to the complainant as described in this administrative regulation. The Board chair shall present the complaint to the Board at a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The Board shall decide, within [30] days, in open session what action if any is warranted. The Board chair shall notify the

¹ Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee, and a copy the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee.

complainant in writing within [10 working] days that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Follow-up Procedures

The [HR Director] will follow up with the district employee of the alleged harassment once every three months for the calendar year following the date on which the [HR Director] received a report of harassment, to determine whether the alleged harassment has stopped or if the employee has experienced retaliation. The [HR Director] will document the record of this follow-up. The [HR Director] will continue follow-up in this manner until and unless the employee directs the [HR Director] in writing to stop.

Other Reporting Options and Filing Information

Nothing in this policy prevents an employee from filing a formal grievance in accordance with a collective bargaining agreement (CBA) or a formal complaint with BOLI or the Equal Employment Opportunity Commission (EEOC); or if applicable, the U.S. Department of Labor (USDOL) Civil Rights Center. Review the CBA for any provision that requires an employee to choose between the complaint procedure outlined in the CBA and filing a BOLI or EEOC complaint.

Nothing in Board policy GBEA - Workplace Harassment or this administrative regulation prevents any person from seeking remedy under any other available law, whether civil or criminal.

An employee or claimant must provide advance notice of claim against the employer as required by ORS 30.275.

Filing a report with the U.S. Department of Labor (USDOL) Civil Rights Center.

An employee whose agency receives federal financial assistance from the USDOL under the Workforce Innovation and Opportunity Act, Mine Safety and Health Administration, Occupational Safety and Health Administration, or Veterans' Employment and Training Service, may file a complaint with the state of Oregon Equal Opportunity Officer or directly through the USDOL Civil Rights Center. The complaint must be written, signed and filed within 180 days of when the alleged discrimination or harassment occurred.

Yamhill Carlton School District
120 N Larch Place, Yamhill, OR 97128 – 503.852.6980

WORKPLACE HARASSMENT REPORTING OR COMPLAINT FORM

Name of person making report/complainant: _____

Position of person making report/complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of alleged misconduct: _____

Name of witnesses (if any): _____

Evidence of workplace harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

Yamhill Carlton School District
120 N Larch Place, Yamhill, OR 97128 – 503.852.6980

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Yamhill Carlton School District

Code: **JGAB**
Adopted: 2/13/2012
Revised 1/9/2020

Use of Restraint or Seclusion**

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

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

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's **mouth**, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

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

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

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

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

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

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

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

Definitions

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

"Restraint" does not include:

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

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

"Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

3. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

4. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
5. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical restraint” does not include:
 - a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
6. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.
7. “Prone restraint” means a restraint in which a student is held face down on the floor.
8. “Supine restraint” means a restraint in which a student is held face up on the floor.

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

The district shall utilize the [MANDT²] training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

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

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

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

[² The district must identify the program utilized for training.]

7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics³ of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

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

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

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

The complainant, ~~who is [a student,] a parent or guardian of a student attending school in the district or a person who resides in the district~~ whether an organization or an individual, may appeal a district's final decision to the ~~Deputy Superintendent of Public Instruction~~ Oregon Department of Education pursuant to ~~OAR 581-022-2370~~ 581-002-0001 - 581-002-0023. ~~[This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.]~~

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

END OF POLICY

Legal Reference(s):

ORS 161.205	ORS 339.303	OAR 581-021-0566
ORS 339.250		OAR 581-021-0568
ORS 339.285	OAR 581-021-0061	OAR 581-021-0569
ORS 339.288	OAR 581-021-0550	OAR 581-021-0570
ORS 339.291	OAR 581-021-0553	OAR 581-022-2267
ORS 339.294	OAR 581-021-0556	OAR 581-022-2370
ORS 339.297	OAR 581-021-0559	
ORS 339.300	OAR 581-021-0563	

³ Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

Yamhill Carlton School District

Code: JHCD/JHCDA
Adopted: 12/14/2017

Medications**/*

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to them self, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to them self prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual Training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

{Current first-aid and CPR cards are strongly encouraged for designated personnel.} {A current first aid and CPR card is required for designated personnel.}

~~When a licensed health care professional is not immediately available, personnel designated by the district may administer to a student, epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.~~

The district reserves the right to reject a request for ~~district personnel to administer, or to permit a student to administer to them self, a when such medication~~ administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also

¹ Under proper notice given to the district by a student or student's parent or guardian.

requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

A request to the district to administer or allow a student to self-administer prescription medication ~~or a nonprescription medication that is not approved by the Food and Drug Administration (FDA)~~ shall include a signed prescription and treatment plan from a prescriber² ~~or an Oregon licensed health care professional.~~

A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law³, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who ~~a staff member~~ the person believes, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

[⁴Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.]

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

² A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

³ Subject to ORS 109.610, 109.640 and 109.675.

[⁴ The district is not required to provide or administer this medication. If the district plans on providing and administering this medication this policy language and other associated bracketed policy language is required. If the district does not plan to provide or administer this medication, do not include this language or other associated bracketed language in this policy.]

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication, ~~subject to state law~~.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, ~~when~~ if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication, ~~subject to state law~~.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages, ~~when~~ as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication, ~~subject to state law~~ regardless of whether the student or individual has a prescription for epinephrine[, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug].

The district and the members of the Board are not liable in a criminal action or for civil damages ~~when a student or individual is unable to self-administer medication, when~~ as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual, ~~subject to state law~~ with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine[, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug].

The superintendent shall develop administrative regulations as needed to meet the requirements of law, ~~Oregon Administrative Rules~~ and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.610](#)
[ORS 109.640](#)
[ORS 109.675](#)
[ORS 332.107](#)
[ORS 339.866 - 339.871](#)
[ORS 433.800 - 433.830](#)

[ORS 475.005 - 475.285](#)
[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 333-055-0000 -055-~~0035~~0115](#)
[OAR 581-021-0037](#)

[OAR 581-022-2220](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)
Senate Bill 665 (2019)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (201~~28~~); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (201~~79~~).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration-in-Oregon Schools: A Manual for School Personnel*-(~~2016~~).

Yamhill Carlton School District

Code: JHCD/JHCDA-AR
Adopted: 10/9/2006
Revised: 12/14/2017

Medications**/*

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

1. Definitions

- a. "Medication" means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. ^[1] Medication also includes naloxone or any similar medication that is in any form available for the safe administration and that is designed to rapidly reverse an overdose of an opioid drug.]
- b. "Prescription medication" means any medication that under federal or state law requires a prescription by a prescriber.
- c. "Nonprescription medication" means medication that under federal law does not require a prescription from a prescriber.
- d. "Adrenal crisis" means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- e. "Adrenal insufficiency" means adrenal insufficiency as defined in ORS 433.800.
- f. "Notice of a diagnosis of adrenal insufficiency" means written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
- g. "Prescriber"² means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed, advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.

^[1] If the district plans to provide and/or administer naloxone in the district this language and other associated bracketed language is required. If the district does not plan to provide and/or administer naloxone in the district do not include this language or other associated bracketed language.]

² A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

- h. “Qualified trainer” means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- i. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.
- j. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- k. “Designated personnel” means the school personnel designated to administer medication pursuant to district policy and procedure.

2. Designated Staff/Training

- a. The principal will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, as required by Oregon law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.
- b. The principal will ensure the training required by Oregon law is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency and student confidentiality. Materials as recommended and/or approved by the ODE will be used.
- d. A copy of the district’s policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.
- e. ~~{A statement that the designated personnel has received the required training will be signed by the staff member and filed in the district office.}~~

3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person ~~nel~~ believes, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

4. [³Administering Naloxone or Other Similar Medication to a Student or Other Individual]

Naloxone or any other similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an opioid overdose.]

5. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or a school-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal will designate one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- b. The designated personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health Authority;
- c. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
 - (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
 - (a) The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
 - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:

[³ Ibid. p. 1.]

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Method of administration;
- (iv) Dosage;
- (v) Frequency of administration;
- (vi) Other special instructions from the prescriber, if any; and
- (vii) Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:

- (a) The nonprescription medication is necessary for the student to remain in school;
- (b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
- (c) The written instruction from the student's parent or guardian for the administration of the nonprescription medication includes:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Method of administration;
- (iv) Dosage;
- (v) Frequency of administration;
- (vi) Other special instructions, if any; and
- (vii) Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- (d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Dosage;
- (iv) Method of administration;
- (v) Frequency of administration;
- (vi) A statement that the medication must be administered while the student is in school;
- (vii) Other special instructions, if any; and
- (viii) Signature of the prescriber.

- b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school,

at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;

- c. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- d. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- e. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication;
- f. Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent[, and documentation will be made on the district's Accident/Incident Report form]. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- g. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.

7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
 - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
 - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a school setting.

- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
 - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
 - (b) The student's name affixed to the manufacturer's original container; and
 - (c) The permission to self-administer medication from a building administrator.
 - (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
 - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
 - (b) A written order from the student's prescriber that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.
- b. The student may have in ~~his/her~~ **their** possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
 - c. Sharing and/or borrowing of any medication with another student is strictly prohibited;
 - d. For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
 - e. Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;
 - f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
 - g. Permission for a student to administer medication to themselves may be revoked if the student violates the Board policy and/or this administrative regulation;
 - h. A student may be subject to discipline, up to and including expulsion, as appropriate;
 - i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.

8. Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students

- a. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school in its original container, accompanied by the permission form and written instructions, as required above.
- b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another district employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
- c. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
- d. Medication will be secured as follows:
 - (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box [used solely for the storage of medication];
 - (2) Medications requiring refrigeration will be stored in a [locked box in a refrigerator] [separate refrigerator used solely for the storage of medication];
 - (3) Access to medication storage keys will be limited to the principal and designated personnel.
- e. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
- f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

9. Emergency Response

- a. Designated personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian[, school nurse] and principal will be notified immediately.
- b. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

10. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within [five]

school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a nonrecoverable fashion as follows:

- (1) Medication will be removed from its original container and personal information will be destroyed;
- (2) Solid medications will be crushed, mixed or dissolved in water, liquid medications will be mixed or dissolved in water; and
- (3) Mixed with an undesirable substance, e.g., coffee grounds, kitty litter, flour; and
- (4) Placed in impermeable non-descriptive containers, e.g., empty cans or sealable bags, and placed in the trash.

Prescriptions will be flushed down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so.

Other medication will be disposed of in accordance with established training procedures including sharps and glass.

- b. All medication will be disposed of by designated personnel in the presence of another school employee and documented as described in Section 10, below.

11. Transcribing, Recording and Record Keeping

- a. A medication log will be maintained for each student administered medication by the district. The medication log will include, but not be limited to:
 - (1) The name of the student, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication;
 - (4) Incidents of emergency and minor adverse reaction by a student to medication;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- b. All records relating to administration of medications, including permissions and written instructions, will be maintained in a separate medical file apart from the student's education record file unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- c. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and ~~his/her~~ their parent or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

Yamhill Carlton School District

Code: GCA
Adopted: 12/4/2017

License Requirements

The Board, in adhering to Oregon Revised Statutes (ORS), shall require all applicants selected for employment for positions that require licensing, to hold a valid Oregon license issued by the Teacher Standards and Practices Commission (TSPC) as a condition of employment. The district must be able to verify the current license of applicants offered employment before the Board will consider approving their employment.

{If an applicant's teaching license application with the TSPC is pending, the applicant may teach ~~[with Board approval]~~ for 90 calendar days after the date of submission of the application, if the applicant has:

1. Submitted an application in the manner and form required by the TSPC, including payment of all required fees;
2. Completed a background clearance conducted by the TSPC that includes having:
 - a. Furnished fingerprints, if required;
 - b. Provided satisfactory responses to character questions in the form and manner required by the TSPC; and
 - c. Completed a criminal records check pursuant to state law and a background check through the interstate clearinghouse for revoked or suspended licenses, and is eligible for a teaching license.
3. Not been employed by the district under this 90 calendar day provision during the previous 12 months with a pending application for the same license.

The district will complete a review of the applicant's employment history and verify through TSPC if there is an ongoing investigation or a substantiated report that may constitute sexual conduct as required by law prior to beginning employment.

The district will verify through TSPC the employee is properly licensed on the 91st calendar day after the application was submitted to the TSPC, if the employee's license application is pending and the employee is teaching in the district.}

~~{This 90 calendar day teaching option will only be applied to those positions of high need, specialty areas or emergency assignments as determined by the district.}~~

The verification of licensure includes all license endorsements. It shall be each licensed staff member's responsibility to keep all endorsements current {and to submit them to the {superintendent's} office.

END OF POLICY

Legal Reference(s):

[ORS 339](#).374
[ORS 342](#).120 - 342.203

[OAR 584](#)-050-0035
[OAR 584](#)-200-0020

Senate Bill 155 (2019)
Senate Bill 216 (2019)

Yamhill Carlton School District

Code: GCAB
Adopted: 12/8/2014

Personal Electronic Devices and Social Media - Staff**

Staff possession or use of personal electronic devices on district property, in district facilities during the work day and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent ~~[or building principal]~~. At no time, whether on duty or off duty, will a personal electronic device be used in a manner that interferes with staff duty and responsibility for the supervision of students.

{A “personal electronic device” is a device not issued by the district and is capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.}

Personal electronic devices shall be silenced during instructional {or class} time, while on duty or at any other time where such use of the device would cause a disruption of school activities or interfere with a work assignment. Devices, which have the capability to take photographs or record video or audio, shall not be used for such purposes while on district property or while a staff member is on duty at district-sponsored activities, unless as expressly authorized by the principal or designee for a use directly related to and consistent with the employee’s assigned duties. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities during on duty time.

The district will not be liable for loss or damage to personal electronic devices brought to district property and district-sponsored activities.

Staff members, while on duty and off duty, will utilize social media websites, public websites and blogs, judiciously by not posting confidential information about students, staff or district business.¹ Staff may not post images of district facilities, staff, students, volunteers or parents without written authorization from persons with authority to grant such a release. Staff members, while on duty and off duty, will treat fellow employees, students and the public with respect while posting on social media websites, etc., in order to prevent substantial disruption in school.

Communication with students using personal electronic devices will be appropriate and professional. Communication with students using personal electronic devices regarding nonschool-related matters is prohibited during work hours and strongly discouraged at all other times. If communicating with students electronically regarding school-related matters, staff ~~[should]~~ ~~[will]~~ ~~[shall]~~ use district e-mail using mailing lists ~~and/or other internet messaging~~ to a group of students rather than individual students. Texting ~~a student~~s during work hours is ~~[discouraged]~~ ~~[prohibited]~~. Texting a student while off duty is strongly discouraged.

¹ Nothing in this policy is intended in any form to limit the right of employees to engage in protected labor activities via the use of social media.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a personal electronic device in any manner that is illegal or violates the terms of this policy. Staff actions on social media websites, public websites and blogs, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. {A “disruption”² for purposes of this policy includes, but is not limited to, one or more parent threatens to remove their children from a particular class or particular school, actual withdrawal of a student or students from a particular class or particular school and/or a threatened or actual negative impact on the learning environment.}

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies.

{Licensed staff are subject at all times to the Standards for Competent and Ethical Performance of Oregon Educators. (See Board policy GCAA)}

The superintendent shall ensure that this policy is available to all employees.

END OF POLICY

Legal Reference(s):

[ORS 163.432](#)
[ORS 163.433](#)
[ORS 163.684](#)
[ORS 163.686](#)
[ORS 163.687](#)
[ORS 163.688](#)
[ORS 163.689](#)

[ORS 163.693](#)
[ORS 163.700](#)
[ORS 167.057](#)
[ORS 326.011](#)
[ORS 326.051](#)
[ORS 332.072](#)
[ORS 332.107](#)

[ORS 336.840](#)
[ORS 339.372](#)

[[OAR 584-020-0000](#) – 020-0035]

Senate Bill 155 (2019)

18 U.S.C. § 1466A (2018).
18 U.S.C. § 1470 (2018).
20 U.S.C. § 7131 (2018).
20 U.S.C. § 7906 (2018).

Copyrights, Title 17, as amended, United States Code (2018); 19 C.F.R. Part 133 (2014, 19).

Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff’d, 56 Or. App. 197, rev’d and remanded, 294 Or. 357 (1982), order on remand (1983), aff’d, 71 Or. App. 111 (1984), rev’d and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

² Ibid. p. 1

Yamhill Carlton School District

Code: ICC
Adopted: 12/14/2017
Revised: 1/9/2020

Volunteers *

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

~~{^}A volunteer authorized by the district for service into a position that allows direct, unsupervised contact with students shall undergo an in-state criminal records check.~~~~{^}A volunteer allowed to have direct, unsupervised contact with students, in a position identified by the district as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints. (See Board policy GCDA/GDDA – Criminal Records Checks and Fingerprinting and its accompanying administrative regulation.)~~~~{^}A volunteer that will not likely have direct, unsupervised contact with students {will} {will not} be required to undergo an in-state criminal records check.~~

~~{^}A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form {will} {may} be denied the ability to volunteer in the district.~~

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

~~{^}Nonexempt employees² may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services³ as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are~~

¹ [The district must make a determination on whether volunteer positions will or will not be allowed direct, unsupervised contact with students, and also decide if any of these volunteer positions will be identified by the district to require a criminal records check and fingerprinting. If the district allows volunteers direct, unsupervised contact with students, this language is required. Choose the appropriate bracketed options and align with bracketed language selections made in GCDA/GDDA and GCDA/GDDA-AR.]

² [There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.]

³ [Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.]

the same or similar as the employee’s regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.⁴

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

Legal Reference(s):

[ORS Chapter 243](#)

[ORS 326.607](#)

[ORS 332.107](#)

[ORS 339.372](#)

[OAR 581-021-0510 – 021-0512](#)

[OAR 839-020-0005](#)

[Senate Bill 155 \(2019\)](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

⁴ [Districts should review the use of non-exempt employees in extracurricular activity positions such as coaching, cheerleading advisors and other district-sponsored activities with legal counsel for FLSA district impact.]

Yamhill Carlton School District

Code: JHFE
Adopted: 10/9/2006
Revised: 12/10/2012

Reporting of Suspected Abuse of a Child

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any adult or student** with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors², agents³, volunteers⁴, or students will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

The district will designate a [⁵]licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

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

² "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

³ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

[⁵ Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator in the event the licensed administrator is the alleged abuser for each school building to receive these reports.]

If the superintendent is the alleged perpetrator the report shall be submitted to the [HR Director] who shall also report to the Board chair.

The district will post the name and contact information of the designees for each school building designated to receive reports of suspected abuse and the procedures the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee and a statement that the duty to report suspect abuse is in addition to the requirements of reporting to a designated licensed administrator.

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

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

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

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

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

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

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

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. ~~[A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.]~~

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

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

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

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

END OF POLICY

Legal Reference(s):

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

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

[OAR 581-022-2205](#)
[Senate Bill 155 \(2019\)](#)

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

Yamhill Carlton School District

Code: JHFE-AR(1)
Adopted: 10/9/2006
Revised: 12/10/2012

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any adult or student** with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010.

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

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

If the superintendent is the alleged abuser the report shall be submitted to the [HR Director] who shall refer the report to the Board chair.

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

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

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

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave² and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not be violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor^[3], agent or volunteer, the district [may] ~~[shall]~~ prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. ~~¶ The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated⁴ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.¶~~

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

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

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

Definitions

1. Oregon law recognizes these types of abuse:
 - a. Physical;
 - b. Neglect;

² The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

^[3] The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.]

⁴ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.

- c. Mental injury;
 - d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.
2. "Child" means an unmarried person who is under 18 years of age.
 3. {A "substantiated report" means a report of abuse that a law enforcement agency or DHS determines is founded.}

Confidentiality of Records

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

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

Failure to Comply

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

Cooperation with Investigator

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

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

Law enforcement officers wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents;

3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

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

Yamhill Carlton School District

Code: JHFF/GBNAA

Adopted:

Reporting Requirements for Suspected Sexual Conduct with Students *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is not tolerated. All district employees, contractors, agents, and volunteers are subject to this policy.

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating, hostile or offensive educational environment. “Sexual conduct” does not include touching that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

Any district employee ^[4]~~[, contractor, agent or volunteer]~~ who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ^[5]designated licensed administrator or the alternate designated licensed administrator for their school building. If the superintendent is the alleged perpetrator the report shall be submitted to the ~~[HR Director]~~ who shall report the suspected sexual conduct to the Board chair.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

^[4] The following language in brackets, i.e., ~~[, contractor, agent or volunteer]~~, is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.]

^[5] Senate Bill 155 (2019) requires the district to designate a licensed administrator to receive reports of suspected sexual conduct, and designate an alternate licensed administrator for each school building.]

{If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.}

When the designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) as appropriate, for investigation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will post in each school building the names and contact information of the employees^[6] designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

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

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

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

1. A description of conduct that may constitute sexual conduct;

^[6] Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator for each school building.]

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Senate Bill 155 (2019)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

Yamhill Carlton School District

Code: GBNAA/JHFF

Adopted:

Reporting Requirements for Suspected Sexual Conduct with Students *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is not tolerated. All district employees, contractors, agents, and volunteers are subject to this policy.

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating, hostile or offensive educational environment. “Sexual conduct” does not include touching that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

Any district employee [⁴], contractor, agent or volunteer—who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the [⁵]designated licensed administrator or the alternate designated licensed administrator for their school building. If the superintendent is the alleged perpetrator the report shall be submitted to the-[HR Director] who shall report the suspected sexual conduct to the Board chair.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

[⁴ The following language in brackets, i.e., [, contractor, agent or volunteer], is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.]

[⁵ Senate Bill 155 (2019) requires the district to designate a licensed administrator to receive reports of suspected sexual conduct, and designate an alternate licensed administrator for each school building.]

{If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.}

When the designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) as appropriate, for investigation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will post in each school building the names and contact information of the employees^[6] designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

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

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

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

1. A description of conduct that may constitute sexual conduct;

[⁶ Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator for each school building.]

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Senate Bill 155 (2019)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

Yamhill Carlton School District

Code: JHFF/GBNAA-AR
Revised/Reviewed:

Suspected Sexual Conduct Report Procedures and Form *

When the designee receives a report of suspected sexual conduct that may have been committed by a person licensed¹ through Teacher Standards and Practices Commission (TSPC), the designee shall notify TSPC as soon as possible. When the designee receives a report of suspected sexual conduct that may have been committed by a person who is not licensed through TSPC, the designee shall notify the Oregon Department of Education (ODE) as soon as possible.

The district posts in each school building the names and contact information of the employees^[2] in each school building designated to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

If the superintendent is the alleged perpetrator the report shall be submitted to the [HR Director] who shall refer the report to the Board chair.

When the designee receives a report of suspected sexual conduct by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave³ and take necessary actions to ensure the student's safety. The employee shall remain on leave until TSPC or ODE determines that the report is substantiated and the district takes appropriate employment action against the employee, or cannot be substantiated or is not a report of sexual conduct and the district determines either: 1) an employment policy was violated and the district will take appropriate employment action against the employee; or 2) an employment policy has not be violated and an employment action against the employee is not required. The district will investigate all reports of suspected sexual conduct by persons who are licensed by the TSPC, unless otherwise requested by TSPC, and all reports of suspected sexual conduct by persons who are not licensed by TSPC, unless otherwise requested by ODE.

When the designee receives a report of suspected sexual conduct by a contractor^[4], an agent or a volunteer, the district ~~{may}~~~~{shall}~~ prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support a report of suspected sexual conduct, the district shall prohibit the contractor, agent or volunteer from providing services. ~~{The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected sexual conduct has been investigated and a determination has been made by TSPC or ODE that the report is unsubstantiated.}~~

¹ "License" includes a license, registration or certificate issued by the Teacher Standards and Practices Commission.

^[2] Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator for each school building.]

³ The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

^[4] The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.]

Upon request from ODE or TSPC the district will provide requested documents or materials to the extent allowed by state and federal law.

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

{An “investigation” means a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the person who initiated the report, the person who may have been subjected to sexual conduct, witnesses and the person who is the subject of the report, and results in a finding that the report is a substantiated report, cannot be substantiated, or is not a report of sexual conduct. If the subject of the report is a district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of such employment contract or agreement.}

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

{A “substantiated report” means a report of sexual conduct that TSPC or ODE determines is founded.}

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

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

Training

The district shall provide training each school year to district employees on the following:

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under ORS 339.388 and 419B.005 - 419B.050 and under adopted board policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

The district shall make available each school year the training described above to contractors, agents, volunteers and to parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees.

The district shall provide to contractors, agents and volunteers each school year information on the following:

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under adopted board policies to report suspected sexual conduct;
and
3. Appropriate electronic communications with students.

The district shall make available each school year training that is designed to prevent sexual conduct to students attending district-operated schools.

Yamhill Carlton School District

SUSPECTED SEXUAL CONDUCT REPORT FORM

Name of person making report: _____

Position of person making report: _____

Name of person suspected of sexual conduct: _____

Date and place of incident or incidents: _____

Description of suspected sexual conduct: _____

Name of witnesses (if any): _____

Evidence of suspected sexual conduct, e.g., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Yamhill Carlton School District

WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony/interview: _____

Description of instance witnessed: _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Yamhill Carlton School District

Code: AC-AR
Adopted:

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: ¹Complaints 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, ¹the Board may meet with the concerned parties and their representative {at the next regular or special Board meeting} or {a Special Board meeting}. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within {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~~{, } for~~ 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:

□ Race

□ Color

☐ Religion

☐ Sex

☐ National or ethnic origin

☐ Mental or physical disability

☐ Marital status

☐ Familial status

☐ Economic status

☐ Veterans' status

□ Age

☐ Sexual orientation

☐ Pregnancy

☐ Discriminatory use of a Native American mascot

☐ Other

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: **KL**
Adopted: 10/9/2006
Revised 1/9/2020

Public Complaints */** (Version 1)

A parent or guardian of a student attending a school in the district[, or] a person who resides in the district[, a staff member] [, or a student] may petition the district with a complaint. A complainant will be referred through the proper administrative process for resolution of a complaint before investigation or action by the Board. An exception will be a complaint against the superintendent or one that involves Board actions or Board operations.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

{The Board advises that there is a process available for resolving complaints, including but not limited to complaints in one or more of the following areas:

1. Instruction;
2. Discipline;
3. Learning materials;
4. Compliance with State Standards;
5. Restraint and/or seclusion;
6. With a staff member; or
7. Retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation.}

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR[(1)] - Public Complaint Procedure.

~~{The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.}~~

{Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.}

{Complaints against the principal should be filed with the superintendent. (See KL-AR[(1)] – Public Complaint Procedure)}

{Complaints against the superintendent should be referred to the Board chair on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)}

{Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)}

{Complaints against the Board chair should be referred directly to the {district counsel} ~~{Board vice chair}~~ on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)}

{A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.}

The superintendent will administer the complaint process, as appropriate.

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, if [a student,] a parent or guardian of a student attending a school in the district or a person who resides in the district, may appeal¹ the district's final decision to the ~~Deputy Superintendent of Public Instruction~~ Oregon Department of Education under OARs 581-002-0001 - 581-002-0023[(See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction)].

~~Charter Schools of which the District Board is a Sponsor~~

~~{The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging a violation of ORS 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards). A complainant may appeal and 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 the 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 policy], 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 ORS 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint or Seclusion), ORS 659.852~~

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

~~(Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), 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.]~~

END OF POLICY

Legal Reference(s):

[ORS 192](#).660
[ORS 332](#).107

[ORS 659](#).852
[OAR 581](#)-002-0001 - 002-0005

[OAR 581](#)-022-2370

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).