



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

Thursday, November 9th, 2017

Board Work Session 6:30pm

AGENDA

A. Call to Order Work Session

B. Sub-Committee Reports:

1. Facilities and Transportation (T. Pfeiffer, J. Bibb)
 - A. Facilities Committee Report
 - B. Citizen Oversight Committee Report
 - C. Bond Project Manager Report
2. Negotiations (S. FitzGerald, J. Egland)
3. Board Policy (J. Egland, K. Watson)
4. Curriculum (S. Fitzgerald, K. Watson) - November 16th @ 3:30pm
5. Activities (J. Bibb, T. Pfeiffer)
6. Finance (J. Egland, S. FitzGerald) - November 28th @ 4:30pm
7. Communications (S. FitzGerald, J. Egland)

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
2016 BOND MEASURE PROJECTS
PROJECT MANAGER STATUS REPORT
October, 2017**

PROJECT MONTHLY STATUS REPORT

Project: Yamhill Carlton School District 2016 Bond Measure Projects, District Wide Report

Completion Date: Preliminary: October 23, 2018

1. Construction Status

Yamhill Carlton High School and Intermediate School Sites

- Continued work on underground utilities and site grading.
- Dome pads were compacted and completed.
- Work on the on-site public water utility continues. Kerr completed the water line extension and tie in to the Hwy 240 water main on October 30, 2017. This work represents the completion of the first leg of the on-site water system and allows the construction of the dome shells.
- Kerr is continuing work on the second leg of the on-site water line and sanitary sewer lines.
- Dome shells are currently scheduled for inflation on December 11, 2017 and January 5, 2018.
- Turner continues to work with the District on site logistics and safety. There have been no reported incidents to date.
- The intent through the remainder of October and November will be to continue with underground utilities including sanitary sewer site electrical and storm water and begin construction of the CMU walls for the domes.
- The temporary CTE facility for was constructed on October 19, 2017 as scheduled

Yamhill Carlton Elementary School

- Work will continue the Elementary School throughout the year and as we move in to next summer as was anticipated. The following items are currently underway or have been scheduled for completion. All punch work has been completed as of November 1, 2017.

2. Budget

- As reported at the September Board Meeting the project remains significantly over budget following Turner's 100% Construction Documents Estimate. Currently, the COC, MMC, Turner, OHPD and the District are exploring cost reductions solutions in every aspect of the project to reduce the overall budget.
- MMC and Turner have developed a list of cost saving alternatives (a Budget Control Report) to track cost reduction options for COC consideration. The worksheet along with a comprehensive list of all project components as requested was provided to the COC Committee on October 5, 2017 for review and to begin working through options to reduce project costs and make solid recommendations to the Board.
- The COC has met for regular and special meetings to further explore savings opportunities. Turner and MMC will present a line by line component estimate at the next COC Meeting scheduled for November 2, 2017 with the expectation that by the end of the meeting a decision on project scope changes and cost reduction alternatives will result in getting the project on budget.
- GMP #4 for the dome shell construction as recommended by the COC was presented for approval by the Board via a Special Board Meeting on October 28, 2017.
- As work progresses Turner continues to find cost savings and efficiencies within the scope of work. Through October an estimated \$90k has been saved and retained through credits and allowances within the current GMP's.

3. Status of Design and Permitting

- All permit drawings have been provided to Yamhill County and have been reviewed and approved for construction.
- In an effort to reduce schedule impacts and costs MMC recommended that the City provide design services on behalf of the District for the design of the “offsite” portion of water line from Pike Street south to the District property. Design was completed in September with a cost savings to the District of approximately \$30k.
- Also, to reduce schedule and cost impacts MMC has recommended that the City solicit contractors and manage the offsite water system project and the City has agreed. MMC presented this alternative to the Board via a Special Board Meeting on October 28, 2017 and the Board authorized the negotiation of a contract with the City of Yamhill. The contract is currently being reviewed by the District’s legal advisor.
- In an effort to reduce approximately \$302k in costs, MMC recommended to the Board an alternative building design associated with the Dome’s. The design does not significantly change the performance of the facilities but reduces material costs significantly. The Board approved the alternative design and authorized MMC to procure a structural consultant that specializes in this alternative design.

4. Schedule Status

- Although there has been some schedule impacts the overall project continues to be on schedule:
- Turner has provided a construction Master Schedule.
 - Beginning June 20, 2017
 - Begin Construction Mobilization
 - Demolish Existing Buildings
 - Begin Site Work on HS/IS
 - Summer/Fall, 2017
 - Site Work, Site Utilities, Excavation and pads for new Dome Buildings
 - Dome Shells starting fall 2017
 - Elementary School Upgrades
 - Agriculture Building
 - Summer/Fall, 2018
 - Dome Interiors
 - Site Completion
 - High School Upgrades
 - Intermediate School Upgrades

8. Currently Underway

- Continued site preparation and grading at HS/IS Site
- Continued negotiations and coordination of water flow design
- FF&E coordination and procurements
- Continue VE review options and pricing effort.



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

Thursday, November 9th, 2017

Regular Session- 7:00 PM

AGENDA

- I. Flag Salute
- Regular Session
- II. Call to Order Regular Session- 30 Minutes
- 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. Work Session & Regular Board Meeting October 12th, 2017 (Pg 1)
 - b. Special Session October 26th, 2017 (Pg 5)
 - c. OSBA Board Training #3, October 26th, 2017 (Pg 7)
 2. Personnel (Pg 8)
 3. Donations (Pg 9)
 4. Enrollment Report (Pg 10)
- VI. Announcements and Reports:— 30 Minutes
 - I. YCES – Lauren Berg (Pg 12)
 - II. YCIS – John Horne (Pg 13)
 - III. YCHS – Greg Neuman (Pg 14)
 - IV. Financial Report and List of Bills for September 2017 (Action Item)
 - V. District Facilities- Brian King (Pg 17)
 - VI. Food Service Report (Pg 19)
 - VII. Superintendent's Report- Charan Cline (Pg 21)
- VII. New Business:
 - I. Approve 5yr Strategic Plan (Action Item) (Pg 22)
 - II. Resolution 2018-08 – YCHS Account Signer Removal (Action Item) (Pg 28)
 - III. OSBA Board Project
 - IV. Schedule Community Town Hall Meetings
 - V. OSBA Training – January 10th at 5:30 pm
 - VI. 1st Reading of Policies
 - a. Nondiscrimination (AC) (Pg 29)
 - b. Nondiscrimination AR (AC-AR) (Pg 31)
 - c. Public Comment at Board Meetings (BDDH) (Pg 33)
 - d. Administrations in the Absence of Policy (BFE) (Pg 36)
 - e. Evaluation of Superintendent (CBG) (Pg 37)
 - f. Hiring Licensed Administrators (CCC) (Pg 38)
 - g. Evaluation of Administrators (CCG) (Pg 39)
 - h. Injury/Illness Reports (EBBB) (Pg 42)
 - i. Local Wellness Program (EFA) (Pg 44)
 - j. Communicable Disease-Staff (GBEB) (Pg 49)
 - k. Staff/Students/Parent Relations (GBH/JECAC) (Pg 51)



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- l. Whistleblower (GBMA) (Pg 52)
- m. License Requirements (GCA) (Pg 54)
- n. Family Medical Leave (GCBDA/GDBDA) (Pg 56)
- o. Criminal Records Check and Fingerprinting (GCDA/GDDA) (Pg 58)
- p. Evaluation of Staff (GCN/GDN) (Pg 60)
- q. Resignation of Staff (GCPB/GDPB) (Pg 63)
- r. Students with Disabilities – Child Identification Procedures (IGBA) (Pg 64)
- s. Special Education – Evaluation Procedures (IGBAH) (Pg 66)
- t. Special Education – Free Appropriate Public Education –FAPE (IGBAJ) (Pg 69)
- u. Talented and Gifted – Programs & Services (IGBBC) (Pg 71)
- v. Expanded Options Program (IGBHE) (Pg 73)
- w. Volunteers (IICC) (Pg 80)
- x. Graduations Requirements (IKF) (Pg 82)
- y. Graduation Exercises (IKFB) (Pg 89)
- z. Compulsory Attendance (JEA) (Pg 90)
- aa. Admissions (JEC) (Pg 92)
- bb. Admission of Resident Students (JECA) (Pg 94)
- cc. Use of Tobacco Products, Alcohol, Drugs, and Inhalant Delivery Systems (JFCG/JFCH/JFCI) (Pg 96)
- dd. Student Complaints (JFH) (Pg 98)
- ee. Use of Restraints and Seclusion (JGAB) (Pg 99)
- ff. Communicable Disease – Students (JHCC) (Pg 102)
- gg. Medications (JHCD/JHCDA) (Pg 104)
- hh. Student Safety (JHF) (Pg 107)
- ii. Directory Information (JOA) (Pg 109)
- jj. Public Records (KBA) (Pg 111)
- kk. Public Complaints (KL) (Pg 114)

VIII. Board of Directors Comments

IX. Executive Session per *ORS 192.660(2) (e) Real Property Transactions with possible action in Open Session*

Adjournment

Note: Unless approved, Regular Meetings of the Board of Directors will be no longer than 3 hours in length at any single session.

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YAMHILL CARLTON SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

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

Thursday, October 12th, 2017

Work Session- 6:30 PM

MINUTES

Board Members: Jami Egland, Tim Pfeiffer, Susan FitzGerald, Jack Bibb and Ken Watson.

Also Present: DO/Administration Staff: Superintendent Charan Cline, Director of Fiscal Services Tami Zigler, Board Secretary Michelle Rettke, YCHS Principal Greg Neuman, YCIS Associate Principal Chad Tollefson, YCIS Principal/Special Ed Director John Horne, YCES Principal Lauren Berg, and YCHS ASB President Dylan Hansen

Also Present: C. McCord, R. Losli, P. Manson, G. Manson, G. Dromgoole, R. Gelbrich, and B. King

I. Call to Order Work Session—6:30pm by Board Chair

II. Sub Committee Reports

A. Facilities and Transportation

1. Facilities Committee Report (T. Pfeiffer) - Fans not working at YCHS, getting quote to repair YCHS Cafeteria Boiler, working on finding contractor to do sidewalk work required by city, New fuel tank (6000 gallon) will cost 40K and additional 40K in labor costs, move water heater from Carlton to YCHS
2. Citizen Oversight Committee (T. Pfeiffer) – had some resignations from COC, project is about 6 weeks behind schedule, budget pressures (3-4 million over budget), will build domes reduce scope elsewhere.
3. Bond Project Manager Report (Mike Marino) – COC has made cost cutting recommendations to within 500k, continue to work on budget...heating is a priority...exploring other options. Mike is pursuing some alternatives suggested by COC members, finishing up minor items at YCES...some stuff will be finished next year, waterline will be done in 3 sections, Yamhill both dome pads are ready to go, Big thanks to Richard at City of Yamhill who has come up with some good ideas for cost savings.

B. Negotiations – Nothing new to report

C. Board Policy – Nothing new to report – Meeting at end of October

D. Curriculum – going over District Achievement data, creating 5 year strategic plan, freshman on track is an area to address, as well as economically disadvantaged.

E. Activities- Nothing new to report

F. Finance – 3 resolutions during Regular Session

G. Communications – Survey sent to families, mtg with Communications consultant from OSBA.

With no further discussion, the meeting adjourned at 6:56pm.

Minutes by: Michelle Rettke, Board Secretary

YAMHILL CARLTON SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

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120 N. Larch Place, Yamhill, OR 97148

Thursday, October 12, 2017

Regular Session- 7:00 p.m.

MINUTES

Board Members: Jami Egland, Tim Pfeiffer, Susan FitzGerald, Jack Bibb and Ken Watson.

Also Present: DO/Administration Staff: Superintendent Charan Cline, Director of Fiscal Services Tami Zigler, Board Secretary Michelle Rettke, YCHS Principal Greg Neuman, YCIS Associate Principal Chad Tollefson, YCIS Principal/Special Ed Director John Horne, YCES Principal Lauren Berg, and YCHS ASB President Dylan Hansen

Also Present: C. McCord, R. Losli, P. Manson, G. Manson, G. Dromgoole, R. Gelbrich, and B. King

I. Flag Salute

Regular Session Agenda

II. Call to Order by Chair Jami Egland at 7:00pm

- YCHS Homecoming – D. Hansen & G. Neuman shared a slide show featuring the events of homecoming. The theme for the week was “Hollywood”

III. Public Comment

R. Losli commented that having the City of Yamhill manage the water system required upgrade is saving a large amount of money for the district.

IV. Review of Agenda

S. FitzGerald motion to approve the agenda as presented. T. Pfeiffer seconded. All in favor, motion carried.

V. Regular Session – Consent Agenda

T. Pfeiffer motioned to approve the consent agenda as presented. S. FitzGerald seconded. All in favor, motion carried.

VI. Announcements & Reports

- A. YCES – Lauren Berg – 352.5 Enrollment – Walk a thon went well, great to see such overwhelming support from the community for the event, have a goal of 23K

- B. YCIS – John Horne – 323 Enrollment – Had Open House last month, have a Proficiency night on October 26th
- C. YCHS – Greg Neuman – 312 Enrollment – Had 7.4 tons of grapes, veteran’s legacy class did an interview with a man who was at the Battle of the Bulge and a news crew was also present.
- D. Financial Report & List of Bills for September 2017 – Just completed Audit Visit they will be at the December Board Meeting to present.

T. Pfeiffer motioned to accept the financial report and list of bills for September 2017. S. FitzGerald seconded. All in favor, motion carried.
- E. District Facilities – Brian King – getting heating units up and running for the upcoming cold weather. His crew is working hard to keep the campuses looking great. S. FitzGerald commented that the campuses are looking great.
- F. Superintendent – Charan Cline – Continue to work on Internship project for Yamhill County. At this point it will be summer internships.

VII. New Business

Approve District Report Card

Noteworthy that as a District we compare to the State average in specific areas as follows: 10 points higher in Language Arts, .5 points lower in Math, 12.6 points higher in Science, 7 points lower in Freshman on Track, and even on Dropout rate.

K. Watson motioned to accept the 2016-17 Yamhill Carlton School District Report Cards as presented. S. FitzGerald seconded. All in favor, motion carried.

Accept OCNC Sysco Produce RFP

Board would like to approve the SYSCO Produce RFP on a yearly basis. District also buys produce from local sources when possible.

T. Pfeiffer motions to recommend the District award the 2017-2018 Produce RFP #9617 for Yamhill Carlton School District to SYSCO Portland. J. Bibb seconded. All in favor, motion carried.

Reconsideration Committee Appointments

T. Pfeiffer motioned to approve the appointment of Jennifer Nordstrom, James Smoland, JacQueline Lee, Peter Crockett, James Ausmus and Erin Galyean (Alternate) as the Reconsideration Committee Community Members. J. Bibb Seconded. All in favor, motion carried.

Resolution 2018-04 General Fund

T. Pfeiffer motioned to adopt Resolution 2018-04 General Fund with the amendment of 8.2 Million. J. Bibb seconded. All in favor, motion carried.

Resolution 2018-05 Bond Premiums

K. Watson motioned to adopt Resolution 2018-05 Bond Premiums. J. Bibb seconded. All in favor, motion carried.

Resolution 2018-06 Measure 98 Funding

K. Watson motioned to adopt Resolution 2018-06 Measure 98 Funding. S. FitzGerald seconded. All in favor, motion carried.

Adopt Board/Superintendent Working Agreement

J. Bibb motioned to adopt the Board/Superintendent Working Agreement as presented. S. FitzGerald seconded. All in favor, motion carried.

OSBA Promise Grant Training

Reminder - October 26th, 2017 at 6:00pm

VIII. Board of Directors Comments

K. Watson is pleased with the work that was done to revise the attendance letter. Has a friendlier feel.

J. Egland thought the half time presentation with 1st Responders at the Homecoming Football game was great.

IX. Executive Session

At 8:55pm S. FitzGerald motioned that the Board move into Executive Session per ORS 192.660(2)(e) Real Property Transaction with possible action in Open Session. T. Pfeiffer seconded. All in favor, motion carried.

At 9:24pm S. FitzGerald motioned that the Board return to open session. T. Pfeiffer seconded. All in favor, motion carried.

With no further discussion the meeting was adjourned at 9:24 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 October 26th, 2017

Regular Session- 5:30 p.m.

MINUTES

Board Members: Jami Egland, Tim Pfeiffer, Susan FitzGerald, Jack Bibb and Ken Watson.

Also Present: DO/Administration Staff: Superintendent Charan Cline, Director of Fiscal Services Tami Zigler, Board Secretary Michelle Rettke, and Special Ed Director/YCIS Principal John Horne

Also Present: M. Marino, J. Morse, R. Sessler, A. Shore, A. Horne, P. Manson, G. Manson, and P. Kirsh

I. Flag Salute

II. Call to Order by Chair Jami Egland at 5:33pm

III. Review of Agenda

S. FitzGerald motion to approve the agenda as presented. J. Bibb seconded. All in favor, motion carried.

IV. Regular Session – Consent Agenda

T. Pfeiffer motioned to approve the consent agenda as presented. S. FitzGerald seconded. All in favor, motion carried.

V. New Business

Approve Turner GMP #4

GMP #4 includes completion of the exterior of the Domes (Block, Roof, Spray concrete, etc, and site electrical). GMP includes contingencies, if they are not spent they will roll back into the budget. Change to Dome construction will save some money. Dome will be sealed from outside as part of new construction. GMP #5 will likely be brought to the Board at the December meeting. Plan to do inflation on Domes on December 11th and January 2nd

T. Pfeiffer motioned to approve Turner GMP #4. S. FitzGerald seconded. All in favor, motion carried.

Approval to move forward on Public Contract w/ City of Yamhill

Working on contract language with District Attorney and also how the account will be set up for the cooperative Water-line upgrade between the City of Yamhill and the Yamhill Carlton School District

T. Pfeiffer motioned to move forward on Public Contract with City of Yamhill. S. FitzGerald seconded. All in favor, motion carried.

Approval to Negotiate Contract with ES^2 Engineering

M. Marino will be negotiating with ES^2 Engineering on Dome Engineering. They will be under the M. Marino consulting contract.

K. Watson motioned for M. Marino to move forward with negotiating a contract with ES^2 Engineering. T. Pfeiffer seconded. All in Favor, motion carried.

Resolution 2018-07 Surplus of Property/Intent to Sale

J. Bibb motioned to adopt Resolution 2018-07 Surplus of Property/Intent to Sale. T. Pfeiffer seconded. All in favor, motion carried.

With no further discussion the meeting was adjourned at 6:20 PM

Minutes by: Michelle Rettke, Board Secretary

YAMHILL CARLTON SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

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Thursday, October 26th, 2017

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MINUTES

Board Members: Jami Egland, Tim Pfeiffer, Susan FitzGerald, Jack Bibb and Ken Watson.

Also Present: DO/Administration Staff: Superintendent Charan Cline, and Board Secretary Michelle Rettke

- I. Call to Order Work Session—6:30pm by Board Chair
- II. OSBA –Advanced Roles & Responsibilities Workshop - Renee Sessler, OSBA Trainer
 - A. Management and Leadership
 - 1. What comes to mind when you hear the word “leadership”
 - 2. Actions vs personality traits
 - B. Collaborative Inquiry
 - C. Reciprocity of Accountability
 - D. Distributed Leadership
 - E. Districtwide Leadership Team

With no further discussion, the meeting adjourned at 9:10 pm.

Minutes by: Michelle Rettke, Board Secretary

Yamhill Carlton School District

Human Resources

Board Report

November 2017



Resignations

Laura Hampton (YCES IA)
Sarah McKenzie (Malone) (YCHS Assistant Track Coach)

New Hires

Quinn Takashima (YCHS Counselor)
Trina Martin (YCES Life Skills IA)

Open/Unfilled Positions

YCES Life Skills IA
Alliance Academy Secretary (.50 FTE)

Leave of Absence Request

Laura Norman (YCIS Instructor) - 11/17/2017 to 12/19/2017

Donations

Wildcat Development Company

\$200.00

Football Fund

District Enrollment Report

October 2017

	Male	Female	Total
Kindergarten	39	32	71
1st Grade	44	30	74
2nd Grade	39	28	67
3rd Grade	34	40	74
4th Grade	46	49	95
K- 4th Subtotal	202	179	381
5th Grade	42	49	91
6th Grade	50	53	103
7th Grade	48	38	86
8th Grade	39	28	67
5th-8th Subtotal	179	168	347
9th Grade	45	33	78
10th Grade	40	35	75
11th Grade	31	39	70
12th Grade	48	36	84
9th – 12th Subtotal	164	143	307
District Total	545	490	1035

District Enrollment for 2017/18 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
YCES	352.5	342.5								
YCIS	323	321.5								
YCHS	312	307								
Alliance	67.5	64								
Total	1055	1035								

YCES Enrollment for 2017/2018 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	68	68								
1st Grade	69	69								
2nd Grade	64	60								
3rd Grade	61.5	60								
4th Grade	90	85.5								
17/18 Total	352.5	342.5								
16/17 Total	366	364	364	363	357	357	354	352	351	348
15/16 Total	379	380	382	379	385	381	378	379	376	376

YCIS Attendance for 2017/2018 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
5 th Grade	80	79								
6 th Grade	95.5	95								
7 th Grade	82.5	82.5								
8 th Grade	65	65								
17/18 Total	323	321.5								
16/17 Total	317	320	319	318	313	313	314	312	311	311
15/16 Total	327	325	324	321	321	323	323	322	317	316

YCHS Attendance for 2017/2018 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
9 th Grade	77	77								
10 th Grade	74	74								
11 th Grade	72	72								
12 th Grade	89	89								
17/18 Total	312	307								
16/17 Total	326	325	325	322	318	324	324	323	318	311
15/16 Total	360	361	360	356	352	354	352	346	341	323

Alliance Academy Enrollment 2017/2018

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	3	3								
1 st Grade	6	5								
2 nd Grade	7	7								
3 rd Grade	14.5	14								
4 th Grade	9	9.5								
5 th Grade	13	12								
6 th Grade	8.5	8								
7 th Grade	4.5	3.5								
8 th Grade	2	2								
17/18 Total	67.5	64								
16/17 Total	50	49	49	48	49	49	52	52	62	61
15/16 Total	39	38	37	38	42	40	38	39	37	37

Interdistrict Transfers 2017/2018

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Brick & Mortar										
Incoming	59	59								
Outgoing	91	91								
Online										
Incoming	51	51								
Outgoing	16	16								
Total Incoming	110	110								
Total Outgoing	107	107								

Yamhill Carlton Elementary School

Principal Report - November 2017

October is gone and we really in the swing of things at school! We are getting back to some of our school-wide celebrations, which include looking at attendance. For the month of October, we had a school-wide attendance percentage of 94.4%. Our winner for the month is 2nd grade with 95.66%, although 3rd grade was close behind with 95.62%. We celebrated the grade-level scores as well as students with perfect attendance at our Morning Assembly on Wednesday, November 1st with our theme being that "PAX Students are Present."

Improve Community Relationships

November is Parent-Teacher Conference month at YC. One way we are working to reach out to the community is to help them learn about the changes in literacy assessment with DIBELS. Many families are comfortable with Running Records. They understand the scores and know how to use them to place their child's reading levels. DIBELS has only been used for a year and could, therefore, cause some confusion.

We are preparing an easy to read guide that explains benchmark expectations for each assessment period, Fall, Winter, and Spring, as well as where their child's scores are in relation to that benchmark. We hope to engage parents in conversation about small, specific activities they can practice at home with their child to help improve their literacy skills.

Improve Grade-Level Work in Math

Teachers are continuing to build capacity for math through the strategies that we discuss for literacy. Classrooms are learning how to deeply analyze word problems to seek out and define key vocabulary words that will help them determine the steps necessary for solving them.

Instructional coaches provided teachers with a survey last week, asking them to list their strength as well areas they would like to improve upon. The goal is to dial into strategies that they can both share with their peers, as well as gain new ones to learn and utilize in the classroom. These strategies will be applicable to all content areas.

Upcoming Events:

Nov. 9th – RTI Effective Instruction Training

Nov 20th & 21st – Parent Teacher Conferences

Nov. 22nd-24th – Thanksgiving Holiday

Dec. 5th – YCPTO Meeting

Dec. 7th – Kindergarten Holiday Performance, 6:00pm

Yamhill Carlton Intermediate School

Principal Report

November 2017

Proficiency Night

We had our Proficiency Night for parents on Thursday, October 26th at 6:30. We were hoping for a much better turn out but enjoyed working with the parents that did attend. We know they were very grateful for the experience and came away with a much better understanding of proficiency and got their questions answered. We will look for different ways to reach more parents in the future and continue to help them get the information they need and want about proficiency.

Parent Conferences

We are looking forward to Parent Conferences coming up the week of Thanksgiving. This will give us additional opportunities to educate parents about proficiency, how their children are doing at school and partner with them for future success. We will have some open time for parents but also opportunities for appointments. We look to have a really good turnout and making great connections with parents.

Student of the Month

We had our first Student of the Month Assembly this year at the end of October and it was great. We are doubling the amount of students that are honored by having each staff award 2 students each month. This month our theme was Respect. We got the names early so we could individually call each home and invite parents / guardians to come and be part of the awards. We had a large number of parents attend and after each one was awarded we took them off to the side and took a picture of them with the teacher and Principals. Copies of these picture will be sent home for them to keep and posted here at school to further honor them. We also highlighted some student work at the assembly by having Drama students perform “Thriller” by Michael Jackson. They learned about movement, rhythm, costuming and make up and put on a great show for the student body and parents!

Honor Roll

We are finalizing plans for an Honor Roll here at YCIS to recognize students that perform at high levels as well as those that make big growth gains during the year. We will have them recognized and provide monthly opportunities for them to provide service in our community at the same time.

Teacher Led Instructional Rounds

We are excited to have Amber Shore as our leader in this area and have already seen some great work in the beginning stages. We have shared information with staff around our focus of increased student talk, ownership and engagement, held a combined meeting with YCES staff and have observations set up for next week to happen with our writing teachers observing each other and providing feedback in these areas.

Community Relations Work

We are excited to have this be one of our focuses this year at YCIS because we know how important it is to work together and how much more we can accomplish when it happens. Here are some of our plans.

- Our Proficiency Night was an attempt at communicating how we operate and work with their students here at school.
- We have moved Yamhill Carlton Together Cares into our building here at YCIS and see it as a great partnership as they support our students as they participate in athletics. We are working with them to advertise athletics to build excitement and support for our students as they compete while representing YCIS. They have uniforms on the walls and schedules are posted with a calendar of upcoming events.
- We have purchased a large TV we are putting in the entryway that will visually welcome and inform parents and community members about what is coming up at YCIS and share some of the great things happening here with pictures and videos.

**Yamhill Carlton School District School Board Report
November 2017 Board Meeting
Yamhill Carlton High School**

Upcoming Events

November 6-16: Pennies for Patients Drive
November 10: No School: Veteran's Day
November 20-21: Conferences
November 22-24: Thanksgiving Break
November 30: Winter Sports Tailgate
December 5: Winter Sports Assembly

Donations

Wildcat Development Company	\$200.00	Football Fund
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FFA

Two members from the Yamhill-Carlton FFA Chapter returned this week from the National FFA Convention. Both students enjoyed their time and had the opportunity to network with industry professionals from across the United States. We are gearing up for the Food For All project that Yamhill-Carlton FFA has been involved in. However, this year with construction our involvement in the project will look dramatically different. We are still finalizing the details of how this project will look this year. In two weeks, FFA members will have the opportunity to attend the Willamette Valley Ag Expo in Albany to network with agricultural suppliers providing them insight to the wide variety of agriculturally related careers.

ASPIRE

We have settled into our new office space on the main floor and are getting a lot more foot traffic stopping in to ask questions

We have 87 students signed up for ASPIRE: 59 seniors, 26 juniors and two sophomores. Of those, 14 seniors, 7 juniors and 1 sophomore have yet to be assigned a mentor. The current mentors are working with an average of six students each.

ASPIRE mentors so far this year are have volunteered approximately 110 hours.

Our ASPIRE mentors are: Robin Culver, Carol Foley, Sgt. Donovan Hanson, Annette Madrid, Dede Small, Jo Weinstein, and Thuy Wise. We will have an additional mentor next month.

Three students and their parent(s) came to the ASPIRE office to sign up or get help on Back to School Night, held on Sept. 20.

A FAFSA Help Night was held at YCHS on Oct. 9. Twenty six students and parents attended and received help completing their Federal Student Aid Application.

The focus has been to coach seniors to get the SAT/ACT tests taken; FAFSA done ASAP, college application(s) completed, and reference letters requested.

Principal's Report

It has been quite a month at the high school capped by the awarding of Oregon small school teacher of the year to the amazing Jordan Slavish. While this is an amazing accomplishment for Jordan, it truly is a representation of all of the great work that is done by all of our faculty members every day. We will continue to replace the narrative of all the things a small school cannot do with there's nothing a school like YC can't do.

On Friday, November 11 we will be taking a group of Yamhill Carlton Career Academy teachers to the Oregon school Board Association's meeting in Portland. They will be presenting the work that has been happening with our career academy and to spread the good word to other schools who would like to implement a program such as this at their school.

When we first designed the YCCA this was the goal. We are anxious to share all the work we have done as well as all of the great things that are still on horizon. In other grant news, we are anxiously awaiting news on the aerospace grant that we submitted recently to be a partner program to the YCCA. The potential awarding of this grant would allow us to seriously expand our rocketry and drone programs at the high school. Fingers crossed :-)

Improve Community Relations

As we inch closer to student-teacher conferences on 20-21 of November we will be making individual phone calls to all of our freshman parents to encourage participation in the conferences as this is the best opportunity to get in front of potential issues before things become too far gone in the semester. We will utilize a student led conference format for our conversations this year, as it really puts the ownership on the student in areas which they still need to improve in order to fully master all learning targets for classes and ultimately receive credit for their work.

I was very proud of our community turnout for our girls' soccer trip to La Grande for our state playoff game. Big Thanks to Ken and Karen Wright for helping with the charter bus for the girls

and to Mark Gaibler and our own Tim Pfeifer for picking up the tab for the student Rooter Bus. Even though the girls did not come out on top it was another great example of the support we received from the YC community.

Improve Grade Level Math Work

We continue to push forward with our grade level math work at the high school. All of our teachers continue to implement the college preparatory math curriculum CPM and we work to implement best testing strategies within both our Geometry and Algebra Two courses to ensure that students are ultimately ready to perform well on the smarter balanced assessment that will take place in April.

We are working to implement some interim assessments as well in order to find out what holes we need to patch up before students perform on the mandatory assessments that will ultimately take care of their essential skills requirements for graduation.

Improve Graduation to 90% Cohort Graduation Rate

We held our first grade level meetings on Thursday, November 2nd with all classes to reiterate expectations and to make sure everyone is staying caught up on all of their particulars to ensure the on-time graduation all of her classes most notably the class of 2018. With Quinn Takashima finally on board as our full-time counselor we have also got all of our senior letters out to ensure clear communication with parents and students and to clear a path to graduation before June of 2018. We have also began to hold priority conferences with parents and students that are off-track who really need to pull it together quickly in order to accomplish their goals of graduation. This will continue to be a major focus of our major focus of our work over the course of the school year.

2017/18 Attendance Goal: 95% attendance

October Attendance

	Oct 2-6	Oct 9-13	Oct 16-20	Oct 23-27	Oct 30-31	Month of October
Seniors	94.89	96.94	92.65	89.44	92.31	93.21
Juniors	93.33	95.61	93.91	93.29	90.36	93.62
Sophomores	95.14	94.09	95	93.2	91.67	94.11
Freshmen	98.31	97.56	96.88	94.3	96.47	96.7
% Totals	95.43	95.98	94.55	92.44	92.76	94.38

Total Attendance (Sept 5-Oct 31, 2017)

95.04 %

Board Report

November

It has been a busy month. With the help of the fire department in Yamhill and Tim Pfeifer we have been able to burn and clean up our burn and debris piles in Yamhill and Carlton. We will find a better way to dispose of materials than a burn piles.

We have made some progress with the High School boiler. It has been tuned and is running much better. We are still waiting on a small part to control water loss in the system.

We had a shaft for the high school library air handler fail. A new shaft was made and new bearings were installed. A new motor is being replaced next week.

We now have power to the maintenance building down by the jv soccer field. Power was run from the varsity baseball scoreboard. This will be a great help as it is our main storage building for equipment and parts.

We have water getting into the tunnel from the intermediate school gym to the work room in the annex building. When it was noticed, there was about 2 feet of water covering the hot water pipes in the tunnel. The tunnel is a 4 foot culvert about 80 feet long. The water was very hot because of the hot water pipes that feed the heaters in the annex. We have pumped the water out, but have not been able to identify where the water is coming from. We are installing a float regulated pump to keep the water level under control.

The boiler in the cafeteria is leaking water. The design is such that it is put together in sections. There are 2 sections currently leaking. The

manufacture does not recommend putting new sections with old sections so all 8 sections should be replaced. Each section is approximately \$1,000. The estimated cost to repair the boiler for parts and labor is about \$15,000. Charan has given the approval to move forward with getting bids.

Thanks for your support,

Brian

Cafeteria Report

November 2017

10.25.17 Response from ODE regard Summer Food

Hi Shiloh,

Thank you for your e-mail. It's great that you are looking to rally community support for summer meals! Darcy and I have both approached our manager Lynne about this and she is looking into your idea more deeply with the USDA. This is because waivers for SFSP must be submitted by State Agencies to the USDA. In this instance, we have not seen a similar request be approved for a summer meals waiver.

That being said, there are other options you may want to explore as well. If the site no longer qualifies based on free/ reduced priced meals eligibility, you may want to look into opening a Closed Enrolled or Migrant site. In order for the closed enrolled site operate, at least 50% of the participants enrolled at the site would need to be eligible for F/RP meals. This would be established through your school lists or collecting Confidential Income Statements. You also would have attendance rosters for the participants daily in order to be able to document that 50% of children enrolled in the site do qualify for F/RP meals. (Please note that summer school does qualify to serve as a closed enrolled site.) For a migrant site, there would need to be documentation from a migrant organization stating that the site primarily serves migrant children. Please note that at both sites all children who attend the site would be eligible for meals at no charge. The Administration Guide for the Summer Food Service Program has more information on both of these options for you.

Darcy or I can keep you posted on what we learn from the USDA. In the meantime, you may want to try to rally community support to see if one these other options may fit. I hope you find this information useful! Please let us know if you have any additional questions.

My Best,

10.27.17 Response from ODE regarding Summer Food

Hi Shiloh,

The USDA Western Regional Office has responded to our request for guidance in regards to Yamhill-Carlton SD's request to explore waiver options. They cannot review a waiver request as all options have not been exhausted. It was also their suggestion that Yamhill-Carlton SD move to operating a closed enrolled site. They had pointed out that there is no

federally applied deadline for all children to be “enrolled” at the site, thus a rolling application may be possible, allowing children to be continuously enrolled with the caveat being that at least 50% of total children enrolled met the corresponding year’s F/RP income eligibility guidelines.

Please let us know if you have any questions or need additional assistance.

My Best,

=

YC Superintendent's Report 11/9/17

School Bond – The footings for both the CTE/Science Building and the new gymnasium have been poured. The masons should start their work soon. The water pipes have been connected to the lines at Hwy 240. The new retaining wall to widen the new fire access road should be completed soon.

I am excited that the visible work is beginning to manifest. The scheduled date for dome inflation is December 11th, but may change due to a variety of circumstances.

The Land Use Appeal Board has returned its decision on the challenge to the variance that they city gave the district on the height of our buildings. They remanded the City of Yamhill's decision back to the city council. LUBA's would like the city council to give Mr. Grahn's attorney the opportunity to respond to the school district's last filing of documents. The city would then need to render a new decision. The school district's attorney has asked the city to proceed with the process as soon as it is practically possible.

Reconsideration Committee – District Reconsideration Committee members have been designated. Administrator – Matt Wiles, Teacher – Bobby Kidd (7th Grade LA), Librarian - Libby Hamler-Dupras, Student – TBA. The committee is now ready to go if it is needed this year.

Oregon Small Schools Association Teacher of the Year – As you all know, our high school math/engineering teacher Jordan Slavish, was chosen teacher of the year by the OSSA. Congratulations to him and to the high school for their great work in pushing the boundaries of education to help students succeed in the future.

Earthquake Drill – The district preformed a drill as part of the Great Shakeout on October 19th. The principals report that everything went well.

OSBA Presentation – Several high school staff members and I will do a presentation on the YCCA at the Oregon School Boards Association Conference. We are looking forward to sharing our experiences with the larger educational community.

Land Sale – It is reported to me by our Real Estate Agent that he has four possible buyers contact him, but at the time of this writing, no offers have been made.



YC Five Year Strategic Improvement Plan 2017-2022

Five Year Vision for Yamhill Carlton Graduates:

A YC graduate will have the ability to employ complex thinking to solve problems and communicate effectively. He or she will be a self-directed learner who can recognize and produce quality products. A graduate will understand the relevance of their learning and will have used portions of it in an applied setting. This person will have the attitudes, knowledge, and skills to contribute positively to their local and global community and be able to collaborate with peers to develop creative solutions. Graduates will use technology responsibly and effectively to accomplish their purpose in both applied and academic settings.

All graduates of the YC School District will be able to articulate their goals and aspirations and have a plan for how to achieve them. A graduate will exercise the rights and responsibilities of citizenship. They will be able to successfully pursue post-secondary education training and careers.

Five Year Vision for Yamhill Carlton School District:

The Yamhill Carlton School District will continue to improve its programs for students to become proficient in knowledge and skills specified by the Oregon academic standards. Our proficiency assessment systems will provide reliable and accurate data so that we can equitably help all students meet their potential. Students will embrace a growth mindset and own their learning through purposeful classroom instructional techniques and student academic planning. To ensure proficiency, teachers will use direct intervention systems to identify and provide extra help to students who need it. As students gain proficiency, they will be challenged with rigorous extensions to the curriculum that accelerate their learning. A robust variety courses such as science, technology, engineering, and math (STEM), career and technical education (CTE), and fine and performing arts courses will be available to all students of all ability levels. College level courses and advanced career learning opportunities will be accessed by all students.

Mission Statement:

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

Motto:

Current - Learning for Life

New: Small Schools, Big Achievements

Outcome #1 and Strategies

Through a growth mindset teachers and students create a learning environment that emphasizes academic risk taking and the ownership of learning. Teachers in all subject areas teach with strategies that engage students, demand higher order thinking, and require a high level of rigor.

- Pilot to practice is used to develop new methods of teaching and learning.
- Learning targets and objectives are made known to students through multiple means. Students understand the path to achieve them.
- Cooperative learning and other student team based instructional strategies are used regularly.
- Problem based learning strategies are used regularly. Agile methodologies are one example of that.
- Courses and instructional methods are developed that emphasize student application of learning.
- Students perform tasks that demand higher levels of thinking.
- Students receive effective feedback from both teachers and peers.

Outcome #2 and Strategies

All students become productive citizens of the local and global community

- Civics are taught K-8 and in appropriate high school classes.
- Students have service learning experiences.
- School behavior standards are linked to responsible societal behavior standards.
- School behavior standards are taught to students and reinforced in classrooms and common areas.

Outcome #3 and Strategies

All students meet standards on state Language Arts and Math Assessments

- A clear RTII process is implemented.
- Students are given clear academic expectations and timely and instructive feedback on progress.
- Parents are intentionally enlisted to actively help students meet academic expectations.
- Teachers utilize effective research based instructional strategies and techniques.
- Teachers utilize effective research based learning intervention techniques.

Outcome #4 and Strategies

The physical environment at all schools is clean and well maintained.

- Bond Projects are completed.
- Routine maintenance schedule is established.
- Custodial routines are efficient and provide enough coverage.
- Teachers and students clean up after themselves.

- Staff member report broken and damaged facilities and equipment immediately.

Outcome #5 and Strategies

The culture of each school is safe, inviting, and operated with staff members insisting on the good behavior of students.

- PBIS is fully implemented where appropriate.
- Good Behavior Game – K-4
- School behavior standards are taught to students and reinforced in classrooms and common areas.
- Students and teachers take care of the facilities.
- Safety drills are performed routinely

Outcome #6 and Strategies

Technology will facilitate and support student learning

- One to one ratio of computer devices to students.
- Widespread use of Google Classroom.
- Writing strategies with rubric based peer editing is universally used.
- Career and subject specific technology is taught in classes.
- Hybrid classes of online course work with in-class support is developed.
- District technological infrastructure is maintained and updated.
- Technology is replaced on a schedule.
- There is a K-12 Technology Plan that guides technology instruction and purchasing.
- A technology coach is actively teaching teachers how to effectively use technology for teaching and learning.

Outcome #7 and Strategies

The school and students have a positive connection with the local community and the business community.

- Our student internship program is robust.
- Businesses are our partners in building academic and CTE programs.
- The community is regularly surveyed and the district responds appropriately to the feedback.
- The school buildings are regularly used for community events.
- Parents are used as an instructional resource for our students.

Outcome #8 and Strategies

Outstanding YCSD staff at every school in every classification

- Professional Development focused on school district goals. PD is frequent and focused.
- School initiatives are implemented and supported.

- Administrators are in classrooms on a regular basis to observe staff members, observe student progress, and do real time problem solving
- Non-Administrative leadership positions are created and funded for staff members

Outcome #9 and Strategies

Extra-curricular activities are available to every student in a wide variety of athletic, academic, and artistic endeavors.

- Academic coaching positions are made available for every staff member that wants to develop a qualifying activity
- The school board will budget to fully fund extra-curricular activities at each school level as soon as it is possible. The priority will be to restore all three categories of activities in equal amounts.
- A parent code of conduct will be created and discussed with parents at coaches and parent meetings.
- Head Coach job descriptions will be changed to reflect an increase in responsibilities. Head coaches will build their programs both horizontally throughout the year and vertically through the grade levels.

Outcome #10 and Strategies

The budget supports a full school year of student learning, well maintained facilities, and competitive compensation for staff members. The budget has a planned reserve of 10% or approximately 1 million dollars.

- Plan budget based on appropriate student/staff ratios.
- Keep salaries equivalent or better than similarly sized school districts.
- Develop a tuition reimbursement system that will completely fund teachers' continuing academic course work.
- Develop a consistent budget that separates routine maintenance from equipment replacement.
- Participate in political work to increase school funding.
- Build a separate reserve fund that money is put into until it reaches 1 million and is then maintained for emergencies.



Yamhill Carlton School District Operating Principles

- 1) Teachers involve students in learning activities from “bell to bell.” At least one third of instructional time is used engaging students with higher order thinking strategies. Learning time is rarely used for make-up work or entertainment, nor is it interrupted with announcements or other distractions.
- 2) Teachers expect students to be active learners. Teachers insist that students take notes during lectures, participate in discussions and teacher directed learning exercises, work as members of teams, and are on task.
- 3) Teachers use proficiency standards for instruction and assessment. Students are taught to learning targets that have defined knowledge and skills. Students are assessed on learning targets and if they have not reached mastery, they are re-taught using a different instructional strategy and provided with other learning interventions.
- 4) Staff members manage student behavior through the Positive Behavior Intervention System. Student misbehavior is not tolerated. Staff members will instruct and recognize correct behavior, redirect poor behavior, and if unsuccessful, will seek appropriate assistance from counselors or administration.
- 5) Staff members create a safe environment that is warm, friendly, and positive. Staff members connect with students and help them to overcome barriers to learning. Staff members communicate with parents frequently.
- 6) All levels of administration support teachers and students through regular feedback and evaluation, good budget management, and practical and visionary leadership.
- 7) School district personnel use a “pilot to practice” model to improve our programs. We implement new ideas by first trying them in small settings before committing them to large scale implementation. When we commit to large scale implementation we support staff with training and resources.
- 8) Facility cleanliness and maintenance is the responsibility of all staff members and students. Teachers and students clean up after themselves. Facilities are cleaned by custodians every day. Damaged facilities are repaired quickly. The learning environments are maintained at a comfortable temperature.

Resolutions 2018-08

Authorizations Change of Signature on YCHS Accounts

Yamhill Carlton School District

Whereas, the Board of Directors of Yamhill Carlton School District has authorized the change of the authorizing signers on the YCHS accounts at First Federal Savings & Loan in Carlton for Yamhill Carlton High School. Savings (Acct.....2685), Scholarship (Acct.....2657) and Investments (Acct....0850).

Under the provisions of District policy, the following persons serving in the positions indicated below will act as administrators and be authorized signers for the account:

Tami Zigler	Business Manager, Yamhill Carlton School District
Greg Neuman	Principal, Yamhill Carlton High School
Matt Wiles	Vice Principal, Yamhill Carlton High School
Susie Amerson	Secretary, Yamhill Carlton High School

(Signature: Board Secretary) November 9th, 2017

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation¹, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

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

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

The superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues². The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

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

END OF POLICY

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 with the individual's sex at birth.

²Districts are reminded that the district is required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.

Legal Reference(s):

ORS 174.100	ORS 659A.006	ORS 659A.321
ORS 192.630	ORS 659A.009	ORS 659A.409
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0045
ORS 659.805	ORS 659A.030	OAR 581-021-0046
ORS 659.815	ORS 659A.040	OAR 581-021-0049
ORS 659.850 to -860	ORS 659A.103 to -145	OAR 581-022-11402310
ORS 659.865	ORS 659A.230 to -233	OAR 581-022-2370
ORS 659.870	ORS 659A.236	OAR 839-003
ORS 659A.003	ORS 659A.309	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (20062017).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (20062017); 29 C.F.R Part 1626 (20062017).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (20062017); 28 C.F.R. Part 35 (20062017).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (20062017).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (20062017).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (20062017); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (20062017).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (20062017).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (20062017).

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

Americans with Disabilities Act Amendments Act of 2008.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2017).

Title II of the Genetic Information Nondiscrimination Act of 2008 (2017).

R6/25/159/28/17 | SLPH

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: Complaints may be oral or in writing and must be filed with 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.

Any staff member that receives a written or oral complaint shall report the complaint to the principal.

Step 2: If the complainant wishes to appeal the decision of the principal, he/she may submit a written appeal to the superintendent within five school days after receipt of the principal's response to the complaint. The superintendent shall review the principal's decision and may meet with all parties involved. The superintendent will review the merits of the complaint and the principal's decision and respond in writing to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within five school days of receipt of the superintendent's response to Step 2. The Board may decide to hear or deny the request for appeal. The Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will include the legal basis for the decision, findings of fact and conclusions of law 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 file a complaint with the superintendent. 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.

Complaints against the Board as a whole or against an individual Board member, may start at step 3 and should be made to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at step 3 and be made directly to district counsel

Timelines may be extended based upon mutual consent of both parties in writing.

If the complainant, is a person who resides in the district, is a parent or guardian of a student who attends school in the district or is a student, is not satisfied after exhausting local complaint procedures, or 90 days, whichever occurs first, he/she may appeal in writing to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-022-1940581-021-0049.

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint Date School or Activity

Student/Parent ☐ Employee ☐ Nonemployee ☐ (Job applicant) Other ☐ _____

Type of discrimination: ☐ Race ☐ Color ☐ Religion
 ☐ Sex ☐ National Origin ☐ Disability
 ☐ Marital Status ☐ Age ☐ Sexual Orientation
 ☐ 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: _____

~~The~~ **This** complaint form should be mailed or ~~taken~~ **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.

R6/25/159/28/17 | SLPH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites district ~~citizens~~ community members to attend Board meetings to become acquainted with the program and operation of the district. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, an alternative, equally effective means of communication will be used.

Audience

During a session of a Board meeting open to the public, members of the public may be invited to present comments during the designated portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.

Request for an Item on the Agenda

A member of the public may request the superintendent and Board chair consider placing an item on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least five working days prior to the scheduled meeting.

Procedures for Public Comment at Meetings

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

¹Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.
2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.
3. Any person who is invited by the Board chair to speak to the Board during a meeting should state his/her name and address and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.
4. Statements by members of the public should be brief and concise. The Board chair may use discretion to establish a time limit on discussion or oral presentation by visitors.
5. Questions asked by the public, when possible, will be answered by the Board chair or referred to the superintendent for reply. Questions requiring investigation may, at the discretion of the Board chair, be referred to the superintendent for response at a later time.
6. At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card or sign-in sheet, prior to the Board meeting in order to allow the chair to provide adequate time for each agenda item.

The Board chair should be alert to see that all visitors have been acknowledged and thanked for their presence and for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

Criticisms of Comments Regarding Staff Members

Speakers may offer objective criticism of district operations and programs, but the Board will not hear complaints concerning comments regarding any individual district personnel staff member. The Board chair will direct the visitor to the appropriate means procedures in Board policy [KL - Public Complaints] for Board consideration and disposition of a legitimate complaints involving such individuals a staff member. [The association contract governing the employee's rights will be followed.] A commendation involving a staff member should be sent to the superintendent[, who will forward it to the [employee, his/her supervisor and the Board]].

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610](#) to [-192.690](#)
[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (20062017); 28 C.F.R. Part 35 (20062017).

Americans with Disabilities Act Amendments Act of 2008.

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

HR10/08/159/28/17 | PH

Yamhill Carlton School District

Code: **BFE**
Adopted:

Administration in the Absence of Policy

In cases where action must be taken within the school system and the Board has not provided policy to guide administrative action, the superintendent will have the power to act. The superintendent shall then submit such actions to the Board for review at the next regular meeting. It will be the superintendent's responsibility to promptly inform the Board of such action.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 581-022-1610](#)

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and his/her performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

~~Any time the superintendent's performance is deemed to be unsatisfactory, the Board will notify the superintendent in writing, of specific areas to be remedied and the superintendent will be given an opportunity to correct the problem(s). If performance continues to be unsatisfactory, the Board may dismiss the superintendent pursuant to Board policy, the employment contract with the superintendent and state law and rules.~~ At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)
[ORS 332.107](#)

[ORS 332.505](#)
[ORS 342.513](#)

[ORS 342.815](#)
[OAR 581-022-1720](#)

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

R4/05/164/13/17 | PH

Hiring Licensed Administrators

The superintendent or designee shall establish hiring procedures to employ qualified administrators necessary to carry out duties as identified by the district.

When administrative vacancies occur, transfer within the existing district administrative staff may be considered. Notwithstanding the superintendent's authority to transfer and assign work, the district will follow hiring procedures in compliance with state and federal law.

An administrator shall serve a probationary period that does not exceed three years unless the administrator and the district mutually agree to a shorter time period.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 342.845](#)

Evaluation of Administrators ~~(Version 1)~~

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

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

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

An administrator's evaluation shall ~~be customized, based on collaborative efforts and include~~ use the following educational leadership-administrator standards¹ adopted by the State Board of Education.

~~The adopted standards include:~~

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

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

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

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

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

~~An evaluation must attempt to:~~ An evaluation using the administrator standards must attempt to:

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

6. Address ways to help all educators strengthen their culturally responsive practices.

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

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)(2),(8)

[ORS 332.505](#)

[ORS 342.513](#)

[ORS 342.815](#)

[ORS 342.850](#)

[ORS 342.856](#)

[OAR 581-022-1720](#)2405

[OAR 581-022-1723](#)2410

[OAR 581-022-1725](#)2420

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

R4/05/169/28/17 | PHRS

Injury/Illness Reports

All injuries/illnesses, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. All accidents involving students, visiting public or district property will be reported immediately to a supervisor.

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

In the event of a work-related¹ illness or injury to an employee resulting in overnight hospitalization for medical treatment² other than first aid, the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). A This report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes³ shall be reported to OSHA within eight hours.

ALL injuries/illnesses sustained by the an employee, while in the actual performance of the duty of the employee or by a student or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

~~Monthly records will be maintained. An analysis of the data and trends will be made at least annually.~~

The [Board] [superintendent] will receive district safety officer will maintain records and reports on serious injuries/illnesses, including accidents involving district property or employees, students or visiting publics, and periodic statistical reports on the number and types of injuries/illnesses occurring in the district, as well as on the measures being taken to prevent such injuries/illnesses in the future.

¹An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

²Medical treatment includes managing or caring for a patient for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a doctor or health care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

³A "catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually. Such reports will be submitted to the [superintendent] [Board] for review [annually⁴].

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0700](#)

[OAR 437-001-0760](#)

[OAR 437-001-0015](#)

[OAR 581-022-44202225](#)

R6/27/179/28/17 | PHRS

⁴[Annual reporting is required, but may occur more often.]

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The superintendent or designee will develop administrative regulations as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the superintendent as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website and/or districtwide communications. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district [or school] will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), or others.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY[AND PHYSICAL EDUCATION]

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards in order to meet the ODE’s physical education content standards.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

¹[Oregon Department of Education, Oregon Smart Snacks Standards](#)

Legal Reference(s):

[ORS 329.496](#)
[ORS 332.107](#)
[ORS 336.423](#)

[OAR 581-051-0100](#)
[OAR 581-051-0305](#)
[OAR 581-051-0306](#)

[OAR 581-051-0310](#)
[OAR 581-051-0400](#)

[SB 4 \(2017\)](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b.
National School Lunch Program, 7 C.F.R. Part 210.
School Breakfast Program, 7 C.F.R. Part 220.

R4/13/176/27/17 | PH

Communicable Diseases - Staff

The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally ~~shall be attained~~ through immunization, exclusion or other measures as provided for in by Oregon Revised Statutes and Oregon Administrative Rules law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

~~An~~ Employees have a responsibility to report to the district when infected with a communicable disease unless stated otherwise by law who knows that he or she has or has been exposed to any restrictable disease, may not attend work unless authorized by Oregon law. When an administrator has reason to suspect that any employee has or has been exposed to any restrictable disease and exclusion is required, the administrator shall send the employee home. If the disease is a reportable disease, the administrator will report the occurrence to the local health department.

Employees shall comply with all other measures adopted by the district and with all rules set adopted by Oregon Health Authority, Public Health Division, and the ~~county~~ local health department.

Employees shall provide services to students ~~who are infected with a communicable disease except as provided by law~~ as required by law. In those cases where when a communicable restrictable or reportable disease is diagnosed and confirmed for a student, the district administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons, ~~including those who are infected with a communicable disease, and shall provide the services in accordance with this policy as required by law.~~ Where the district knows that a person is infected with a communicable disease it shall inform the employees, as appropriate, to protect against the risk of exposure.

~~No employee shall be denied the opportunity to provide service solely on the basis that the employee is infected with a communicable disease except as otherwise required by law. The district may require an employee infected with a communicable disease, which is diagnosed and confirmed, to comply with such reasonable measures, including submission to district paid medical examinations, as may be determined as conditions of continued employment.~~

The district shall protect the confidentiality of an employee's health condition/ and record to the extent possible and consistent with federal and state law.

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

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

END OF POLICY

Legal Reference(s):

[ORS 431.150](#) to -431.157

~~[ORS 433.255](#)~~

~~[ORS 433.260](#)~~

[ORS 433.001](#) to -433.526

[OAR 333-018](#)

[OAR 333-019](#)-0010

[OAR 333-019](#)-0014

[OAR 437-002](#)-0360

[OAR 437-002](#)-0377

[OAR 581-022](#)-07052220

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).

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

12/13/01HR9/28/17 | NCPH

Staff/Student/Parent Relations** (~~Version 2~~)

The Board encourages parents to be involved in their student's school-affairs educational activities and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting school their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued. ~~A parent with sole custody shall be requested to provide the district with written instructions regarding particular rights or privileges granted to the noncustodial parent.~~

Noncustodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the noncustodial parent ~~without written permission of the parent with sole custody~~ unless allowed by court order.

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 109.056](#)
[ORS 163.245](#) to -163.257

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

2/26/094/13/17 | MSPH

Whistleblower *

When an employee has good faith and reasonable belief the employer has violated any federal, state or local, law, rule or regulation; has engaged in mismanagement, gross waste of funds or abuse of authority; or created a substantial and specific danger to public health and safety by its actions, and an employee then discloses or plans to disclose such information, it is an unlawful employment practice for an employer to:

1. Discharge, demote, transfer, reassign or take disciplinary action against an employee or threaten any of the previous actions.
2. Withhold work or suspend an employee.
3. Discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment.
4. Direct an employee or to discourage an employee to not disclose or to give notice to the employer prior to making any disclosure.
5. Prohibit an employee from discussing, either specifically or generally, the activities of the state or any agency of or political subdivision in the state, or any person authorized to act on behalf of the state or any agency of or political subdivision in the state, with:
 - a. Any member of the Legislative assembly;
 - b. Any Legislative committee staff acting under the direction of any member of the Legislative assembly; or
 - c. Any member of the elected governing body of a political subdivision in the state or any elected auditor of a city, county or metropolitan service district.

An employee's good faith and reasonable belief shall serve as an affirmative defense to civil or criminal charges related to the employee's disclosure of lawfully accessed information related to the violation, including information that is exempt from disclosure by public records law.

The district will use the complaint process in administrative regulation KL-AR - Public Complaints Procedure to address any alleged violations of this policy.

The district shall deliver a written or electronic copy of this policy to each staff member.

END OF POLICY

Legal Reference(s):

[ORS 192.501](#) to -192.505

[ORS 659A.199](#) to -659A.224

[OAR 581-022](#)-1720

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

R4/28/164/13/17 | PH

License Requirements

The Board, in adhering to Oregon Revised Statutes, 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. ~~Those offered employment in the district must present their original license to the superintendent's office.~~ The district must be able to verify the current license of those applicants offered employment before the Board will consider approving their employment.

~~[If an Applicant's not presenting their license] [whose license cannot be verified prior to the beginning of school or the first day employment is to begin, will not be employed until such license is [presented to the superintendent's office] [verified].~~ 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.

The district will complete a review of the applicant's employment history prior to beginning employment.

The district will verify 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-day teaching option will only be applied to those positions of high need, specialty areas or emergency assignments as determined by the district.]~~

The district requires licensed staff to submit copies of all endorsements to the superintendent's office. This 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 to-342.203

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

~~6/06/13~~9/28/17 | PH

Family Medical Leave *

When applicable, the district will comply with all the provisions of the Family and Medical Leave Act (FMLA) of 1993, the Oregon Family Leave Act (OFLA) of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act (OMFLA) of 2009, and other applicable provisions of Board policies and collective bargaining agreements regarding family medical leave.

FMLA applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

In order for an employee to be eligible for the benefits under federal law FMLA, he/she must have been employed by the district for at least 12 months and have worked at least 1,250 hours during the past 12-month period.

In order for an employee to be eligible for the benefits under state law OFLA, an employee he/she must work an average of 25 hours per week and have been employed at least 180 calendar days prior to the first day of the family medical leave of absence. For parental leave purposes, however, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

Federal and state leave entitlements generally run concurrently.

The superintendent [or designee] will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)

[ORS 342.545](#)

[ORS 659A.090](#)

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.150 to -659A.186](#)

[OAR 839-009-0200 to -0320](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2008).

National Defense Authorization Act of 2008, Public Law 110-181, § 585(a).

Americans with Disabilities Act Amendments Act of 2008.

National Defense Authorization Act for Fiscal Year 2010, Public Law 111-84, § 565.

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

R12/10/094/13/17 | RS

Criminal Records Checks/ and Fingerprinting * (Version 1)

In a continuing effort to further ensure the safety and welfare of students and staff, the district shall require ~~criminal records checks and fingerprinting~~ of all newly hired full-time and part-time employees not requiring licensure to undergo a criminal records check and/or fingerprinting. Others, ~~having~~ individuals, as determined by the district, that will have direct, unsupervised contact with students shall also have criminal records checks and/or fingerprinting, as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

~~In addition to the newly hired employees, such checks~~ As required by state law, a criminal records check and/or fingerprinting shall be required of the following individual or individuals (subject individuals and requirements are further outlined in GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting):

1. All district contractors and/or their employees, whether employed part-time or full-time, considered by the district to have unsupervised access to students;
2. All contractors and/or their employees who provide early childhood special education or early intervention services in accordance with rules established by the Oregon Department of Education, Child Care Division;
3. Any community college faculty member providing instruction at the site of an early childhood education program or at a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day;
4. Any individual who is an employee of a public charter school and not requiring licensure[; and] [.]
5. ¹[Any individual considered for volunteer service with the district who is to have direct, unsupervised contact with students].

The identity of an individual requiring fingerprinting will be provided by the district to the authorized fingerprinter for verification.

An individual shall be subject to fingerprinting only after acceptance of an offer of employment or contract.

¹[If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.]

The district shall begin the employment of an **subject** individual or terms of a district contractor on a probationary basis pending the return and disposition of **the required** criminal records checks and/or fingerprinting.

~~[The service of a volunteer with direct, unsupervised access to students [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of a criminal records check.]~~

An **subject** individual who has failed to disclose the presence of **criminal** convictions that would not otherwise **prevent** **prohibit** his/her employment with the district as provided by law, may be employed or contracted with by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

~~[An individual who knowingly made a false statement as to the conviction of any crime on district volunteer forms, as determined by the district, [may] [will] result in immediate termination from the ability to volunteer in the district.]~~

Fees associated with a criminal records check and/or fingerprinting may be charged.

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

Appeals

An individual eligible may appeal a determination that prevents his/her employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case and will be so notified in writing by the ODE.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)
[ORS 332.107](#)

[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)

[OAR 414-061-0010 to -0030](#)

[OAR 581-021-0500](#)
[OAR 581-022-17302430](#)
[OAR 584-036-0062](#)
[OAR 584-050-0012](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (20122017).

R4/28/169/28/17 | RSPH

Evaluation of Staff *

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal, dismissal and discipline.

Licensed Staff

~~Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.~~

~~Teachers' The evaluations for licensed staff shall be based on the core teaching standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts and include the core teaching standards adopted by the State Board of Education with teachers and any exclusive representatives of the licensed staff.~~

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

1. Four performance level ratings of effectiveness;
2. Classroom-level student learning and growth goals set collaboratively between the teacher and the evaluator;
3. Consideration of multiple measures of teacher practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
4. Consideration of evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, that is both formative and summative. Evidence may also include other indicators of student success;

5. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities and student learning and growth to determine the teacher's professional growth path;
6. Customized by each district, which may include individualized weighting and application of standards.

Evaluations must attempt to:

An evaluation using the core teaching standards must attempt to:

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

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

Each probationary teacher shall be evaluated at least annually, but with multiple observations. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

Classified Staff

All classified employees will be formally evaluated [by their immediate supervisor] at least [twice] during their first year of employment and at least [once each year] thereafter.

END OF POLICY

Legal Reference(s):

[ORS 243](#).650
[ORS 332](#).505
[ORS 342](#).850

[ORS 342](#).856

[OAR 581-022](#)-17202405

[OAR 581-022](#)-17232410
[OAR 581-022](#)-17242415

R9/20/129/28/17 | RS

Resignation of Staff * ~~(Version 1)~~

A licensed staff member who wishes to resign from his/her position with the district must give written notice of at least 60 days prior to he/she wishes to leave district employment at or upon the time of resignation. The superintendent is authorized to accept the resignation effective the day it is received and either release the teacher immediately from further teaching or administrative obligations or inform the teacher that he/she must continue teaching for part or all of the 60-day period.

Where less than a 60-day notice is given, the Board may request the Teacher Standards and Practices Commission to discipline the licensee. Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

The superintendent is authorized to accept resignations of classified employees effective the day they are received.

END OF POLICY

Legal Reference(s):

[ORS 342.553](#)
[ORS 652.140](#)

[OAR 581-022-1720](#)
[OAR 584-050-0020](#)

Pierce v. Douglas County Sch. Dist., 297 Or. 363 (1984).
HR9/24/096/27/17 | PH

Students with Disabilities - Child Identification Procedures

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services (EI/ECSE). For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency [insert name] is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they ~~have not failed, been retained in a course or a grade, and are advancing~~ from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) ~~school~~ located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular or modified diploma and have not completed the school year in which they reach their 21st birthday.

The district determines residency in accordance with Oregon Revised Statutes (ORS) Chapter 339 and, for the purposes of charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The district enrolls all students who are five by September 1 of the school year. Students with disabilities are eligible to enroll in the district through the school year in which they reach the age of 21 if they have not graduated with a regular diploma.

The district shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located and evaluated and are receiving special education and related services. The district conducts an annual count of the total number of private school children attending private schools located within the boundaries of the district, and a count of all children with disabilities attending private schools located within the boundaries of the district, in accordance with OAR 581-015-2465. The district reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

ORS 332.075	ORS 343.517	OAR 581-015-2190
ORS 338.165	ORS 343.533	OAR 581-015-2195
ORS 339.115 to -137		OAR 581-015-2315
ORS 343.151	OAR 581-015-2040	OAR 581-015-2480
ORS 343.157	OAR 581-015-2045	OAR 581-021-0029
ORS 343.193	OAR 581-015-2080	OAR 581-022-1340
ORS 343.221	OAR 581-015-2085	OAR 581-022-1340

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412 (a)(3) (2017).

Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2006/2017).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2006/2017).

R2/16/129/28/17 | RS

Special Education - Evaluation Procedures**

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they advance from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, Attending private school (religious or secular) ~~school~~ located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular or modified diploma and have not completed the school year in which they reach their 21st birthday.

The district is responsible for evaluating and determining eligibility for special education services for school age children. The district is responsible for evaluating children who may be eligible for early intervention/early childhood special education (EI/ECSE) services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or re-evaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent(s) that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular or modified diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child are:

1. Selected and administered so as not to be racially or culturally discriminatory;
2. Provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Used for purposes for which assessments or measures are valid and reliable;
4. Administered by trained and knowledgeable personnel; and
5. Administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The district conducts re-evaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a re-evaluation;
2. When the child's parents or teacher requests a re-evaluation; and
3. At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the district will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)
[ORS 343.157](#)
[ORS 343.164](#)

[OAR 581-015-2000](#)
[OAR 581-015-2095](#)
[OAR 581-015-2105 to -2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.530-300.534, 300.540-300.543, 300.7 (2006/17).

~~Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300 (2008).~~

R2/16/129/28/17 | RS

Special Education - Free Appropriate Public Education (FAPE)**

1. The district admits all resident school-age children with disabilities and makes special education and related services available at no cost to those:
 - a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they have not failed or have not been retained in a course or grade or are advancing from grade-to-grade;
 - b. Who have not graduated with a regular or modified diploma;
 - c. Who have been suspended or expelled in accordance with special education discipline provisions; or
 - d. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.
2. The district determines residency in accordance with Oregon law.
3. The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities, and children with disabilities who are enrolled in public charter schools located in the district.
4. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular or modified diploma.
5. State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.
6. If the individualized education program (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.
7. If a parent revokes consent for a student receiving special education and related services, the district will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)
[ORS 339.115](#)
[ORS 343.085](#)
[ORS 343.224](#)

[OAR 581-015-2020](#)
[OAR 581-015-2035](#)
[OAR 581-015-2040 to-2065](#)
[OAR 581-015-2050](#)
[OAR 581-015-2075](#)

[OAR 581-015-2530](#)
[OAR 581-015-2600](#)
[OAR 581-015-2605](#)
[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113, 300.300 (20062017).

~~Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300 (2008).~~

R10/24/139/28/17 | RS

Talented and Gifted – Programs and Services—~~Talented and Gifted~~**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

1. Early Entrance;
2. Grade Skipping;
3. Ungraded/Multi-age Classes;
4. Cluster Grouping in Regular Classes;
5. Continuous Progress;
6. Cross Grade Grouping;
7. Compacted/Fast-Paced Curriculum;
8. Special Full- or Part-Time Classes;
9. Advanced Placement Classes;
10. Honors Classes;
11. Block Classes;
12. Independent Study;
13. Credit by Examination;
14. Concurrent Enrollment;
15. Mentorship/Internship;
16. Academic Competitions;
17. Magnet Programs/Schools.

The Board has established an appeals process for a parents or guardian to utilize if they/he/she are is dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, student and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if an individual person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted-students. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the home page of the district's website.

END OF POLICY

Legal Reference(s):

[OAR 581-002-0040](#)

[OAR 581-022-1310](#) to [OAR 581-022-1330](#)

[OAR 581-022-1940](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

[OAR 581-022-2500](#)

HR3/03/179/28/17 | PH

Expanded Options Program**

The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the Expanded Options Program EOP if he/she:

1. Is 16 years of age or older at the time of enrollment in a course under the Expanded Options Program EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits ~~to be in grade 11 or 12~~, but the district has allowed the student to participate in the program;
3. ~~Has~~ Has developed an educational learning plan; ~~and~~
4. ~~Has~~ Has not successfully completed the requirements for a high school diploma or a modified diploma. A student who has graduated from high school may not participate; and
5. Is not a foreign exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students' ~~parents~~ of the Expanded Options Program EOP for the following school year. The district will notify a transfer high school student, or a returning dropout, of the Expanded Options Program EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the Expanded Options Program EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

~~1. The definitions below:~~

~~a. Eligible Student: A student who is enrolled in an Oregon public school and who:~~

- ~~(1) Is 16 years of age or older at the time of enrollment in a course under the Expanded Options Program;~~
- ~~(2) Is in grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program;~~
- ~~(3) Has developed an educational learning plan as described in this policy; and~~
- ~~(4) Has not successfully completed the requirements for a high school diploma.~~

~~An eligible student does not include a foreign exchange student enrolled in a school under a cultural exchange program;~~

~~b. Eligible Post-Secondary Institution: A community college, a state institution of higher education listed in ORS 352.002 and the Oregon Health and Science University;~~

~~c. Eligible Post-Secondary Course: Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree.~~

~~Eligible post-secondary courses include academic and professional technical courses and distance education courses. An eligible post-secondary course does not include a duplicate course offered at the student's resident school.~~

~~2. Purposes of the Expanded Options Program which include the following:~~

~~a. To create a seamless education system for students enrolled in grades 11 and 12 to:~~

- ~~(1) Have additional options to continue or complete their education;~~
- ~~(2) Earn concurrent high school and college credits; and~~
- ~~(3) Gain early entry into post-secondary education.~~

~~a. To promote and support existing accelerated college credit programs and to support the development of new programs that are unique to a community's secondary and post-secondary relationships and resources;~~

~~b. To allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution;~~

~~c. To provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program; and~~

~~d. To increase the number of at-risk students earning college credits or preparing to enroll in a post-secondary institution.~~

1. 3. Financial arrangements for tuition, textbooks, equipment and materials;

2. 4. Available transportation services;

3. ~~5.~~ The effect of enrolling in the Expanded Options Program EOP on the student's ability to complete high school graduation requirements;
4. ~~6.~~ The consequences of failing or not completing a post-secondary course;
5. ~~7.~~ Notification that participation in the Expanded Options Program EOP is contingent on acceptance by an eligible post-secondary institution;
6. ~~8.~~ District timelines affecting student eligibility and duplicate course determinations;
9. ~~The following information about eligibility for the Expanded Options Program:~~
 - a. ~~Eligible students may not enroll in eligible post-secondary courses for more than the equivalent of two academic years, and eligible students who first enroll in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year;~~
 - b. ~~A student who has completed the requirements for a high school diploma may not participate in the Expanded Options Program.~~
10. ~~Notice(s) of any other program(s), agreement(s) or plan(s) in effect that provides access for public high school students to post-secondary courses;~~
11. ~~The district's responsibility for providing any required special education and related services to the student;~~
12. ~~The number of quarter credit hours that may be awarded each school year to eligible students by the resident high school;~~
13. ~~The Board's process for selecting eligible students to participate in the Expanded Options Program if the district has not chosen to exceed the credit hour cap and has more eligible students who wish to participate than are allowed by the cap;~~
14. ~~Information about program participation priority for at-risk students;~~
7. ~~15.~~ Exclusion of duplicate courses as determined by the district;
8. ~~16.~~ The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee under ORS 340.030;
9. ~~17.~~ Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident secondary high school; and,
18. ~~Exclusion of foreign exchange students enrolled in a school under a cultural exchange program.~~

It is a priority for the district to provide information about the Expanded Options Program to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last known address of the family of the student.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the ~~Expanded Options Program~~EOP shall notify the district of his/her intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the ~~Expanded Options Program~~EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the ~~Expanded Options Program~~EOP and the student's learning goals.

A student who enrolls in the ~~Expanded Options Program~~EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the ~~Expanded Options Program~~EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. ~~The scope of the course refers to the depth and breadth of course content as evidenced through a planned course statement, including content outlines, applicable state content standards, course goals and student outcomes.~~ The [Board] [Board's designee] will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the ~~Expanded Options Program~~EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in

grades 9 through 12 would be 148.5 ($450 \times 0.33 = 148.5$). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student. ~~An "at-risk" student includes a student who meets state or federal thresholds for poverty as indicated by eligibility for services under any of the following provisions of the Every Student Succeeds Act of 2015 (ESSA): (1) Title I—Improving Academic Achievement of the Disadvantaged, Part A—Improving Basic Programs Operated by Local Educational Agencies; (2) Title I, Part C—Education of Migratory Children; (3) Title I, Part D—Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At Risk; (4) Title III—Language Instruction for Limited English Proficient and Immigrant Students; and (5) and Title IX A—Repeals, Redesignations, and Amendments to Other Statutes, Part C—Education of Homeless Children and Youth Program (amending subtitle B of title VII of the McKinney-Vento Homeless Educational Assistance Act).~~

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the ~~Expanded Options Program~~ **EOP** and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision ~~using an appeals process adopted by~~ the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the ~~Expanded Options Program~~ **EOP**. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition, ~~and fees and the costs of~~ textbooks, equipment and materials.

Waiver

A district may request a waiver from the Superintendent of Public Instruction if:

1. Compliance would adversely impact the finances of the district; or
2. ~~The district offers dual credit technical preparation programs (i.e. two-plus-two programs, advanced placement or International Baccalaureate programs).~~ Accel Programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers Accelerated College Credit to their respective high school student).

Student Reimbursement

Students are not eligible for any state student financial aid ~~for college coursework~~, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the ~~Expanded Options Program~~ EOP shall be responsible for providing any required special education and related services to the student. ~~“Related services” includes transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education and is consistent with Oregon administrative rules on special education. “Special education” means specifically designed instruction consistent with Oregon administrative rules to meet the unique needs of a student with a disability by adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability and to ensure access of the student to the general curriculum.~~ If a post-secondary institution intends to provide special education and related services to an ~~Expanded Options Program~~ EOP participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parents ~~or guardian~~ and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parents ~~or guardian~~ of the student regarding the student’s participation in the program at the institution.

District Alternative Programs

The ~~Expanded Options Program~~EOP does not affect any program, agreement or plan that existed on January 1, 2006 between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006 may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

~~ORS 329.035~~ *repealed*
[ORS 329.485](#)
[ORS 332.072](#)

[ORS 336.615 to -336.665](#)
[ORS Chapter 340](#)

~~OR 581.022~~ 1363 to 1373 *State Board removed OAR in lieu of ORS*

Every Student Succeeds Act of 2015, 20 U.S.C. § 1111-1605; § 3111-3203 (2017).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2017).

HR9/29/19/28/17 | RS

Volunteers * (Version 1)

~~Citizens~~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.

¹[Any person authorized by the district for volunteer service into a position ~~having~~ that will have direct, unsupervised contact with students ~~[will]~~ ~~[may]~~ shall be required to undergo an Oregon criminal records check.] [Any person authorized by the district for volunteer service that will not have direct, unsupervised contact with students [will] ~~[will not]~~ be required to undergo an Oregon criminal records check.]

[Any 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.]

[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 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

¹[The district must make a determination on whether volunteers will or will not have direct, unsupervised contact with students. If the district allows volunteers direct, unsupervised contact with students, this language is required.]

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.]

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

Legal Reference(s):

[ORS Chapter 243](#)
[ORS 326.607](#)

[ORS 332.107](#)

[OAR 839-020-0005](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (20062017).
CR6/09/049/28/17 | MWPH

Graduation Requirements** (Version 1)

(This version does not require an administrative regulation.)

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 he/she 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 school².

Diploma

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

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

¹As defined in ORS 30.297.

²For a diploma awarded on or after January 1, 2018.

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 language (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-~~4131~~2025.

To receive a diploma or a modified diploma, in addition to credit requirements, as outlined in OAR 581-022-~~4130~~2000 and OAR 581-022-~~4134~~2010, respectively, a student must:

1. Demonstrate proficiency in the Essential Skills of ~~r~~Reading, ~~w~~Writing and Apply Mathematics;
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 allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skill of Apply 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 allow ELL students to demonstrate proficiency in Essential Skills other than Apply 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)³.

³This criteria does not apply to students seeking a diploma in 2017-2018.

[⁴The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.]

~~[Essential Skills Appeal~~

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

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards ~~established~~^{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;
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
7. One credit in career technology, the arts or a world language (units may be earned in any one or a combination).

In addition to credit requirements as outlined in OAR 581-022-~~4134~~²⁰¹⁰, a student must:

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

⁴[This paragraph is required if the district allows ELL students to demonstrate proficiency in Essential Skill of Apply Mathematics and other courses.]

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), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct or measured outcome of an assessment. This means that IEP or 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, 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.

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 after a documented history to qualify for an extended diploma has been established, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

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 credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement. ~~A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.~~

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, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, 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.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of 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 who is emancipated or has reached the age of 18 at the time the modified diploma or extended diploma is awarded may sign the consent.

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. In order 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 ~~will~~ 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 individually designed instructional hours, hours of transition services and hours of other 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, ~~unless reduced~~ as determined by the IEP team.

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.⁵

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 by grade five 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 Form⁶ and submitting the form to the district.

⁵A student who received a modified diploma prior to July 1, 2018 shall continue to 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.

⁶www.ode.state.or.us; or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces⁷, as specified in Oregon law, if the person was discharged or released under honorable conditions as specified in Oregon law, and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

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 329.095	ORS 339.505	OAR 581-022-11352020
ORS 329.451	ORS 343.295	OAR 581-022-11312025
ORS 329.479		OAR 581-022-12102030
ORS 332.107	OAR 581-022-1910	OAR 581-022-06152115
ORS 332.114	OAR 581-022-11302000	OAR 581-022-06172120
ORS 338.115	OAR 581-022-11342010	OAR 581-022-1215
ORS 339.115	OAR 581-022-11332015	OAR 581-022-13502505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).

Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).

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⁷The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
 - a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

Graduation Exercises

~~Because~~ The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from the public schools is an achievement that improves the community as well as the individual. ~~The Board wishes to recognize that this achievement in a publicly, celebrated graduation exercise.~~

Accordingly, appropriate graduation programs may be planned by the [school] on the date selected by [the Board].

The district's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing who have successfully completed the requirements for a senior-high school diploma, qualifies to receive or receives a modified diploma, an extended diploma or an alternate alternative certificate may participate in graduation exercises.

END OF POLICY

Legal Reference(s):

[ORS 329.451](#)
[ORS 332.105](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)

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

[OAR 581-021-0071](#)
[OAR 581-022-11302000](#)

[OAR 581-022-11332015](#)
[OAR 581-022-11342010](#)
[OAR 581-022-11352020](#)
[OAR 581-022-13502505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (20062017); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (20062017).

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

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

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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.

~~Under the superintendent's direction and supervision, a~~ 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 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, schools 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.
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. 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.
10. 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](#) to -336.665
[ORS 339.010](#) to -339.090
[ORS 339.095](#)

[ORS 339.257](#)
[ORS 339.990](#)
[ORS 419B.550](#) to -419B.558
[ORS 807.065](#)
[ORS 807.066](#)

[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0071](#)
[OAR 581-021-0077](#)

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Admissions** (Version 2)

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.

State law considers a child to be six years of age if the sixth birthday of the child occurred on or before September 1 and a child ~~five years of age~~ is considered to be ~~kindergarten~~ five years of age if the fifth birthday of the child occurred on or before September 1.

All new students must register in the office. Registration requirements include ~~proof of the student's birth date (e.g., a birth certificate, a hospital record or a baptismal record)~~ and immunization records, as required by law[, and proof of the student's birth date (e.g., a birth certificate, a hospital record or a baptismal record)]. Students admitted to any grade must show evidence of completing the prior school years.

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 in order to ~~secure~~ receive a high school diploma or a modified diploma.

Students who attend a district school on an interdistrict transfer or 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.

Minor students living with a parent or guardian who resides in the district are considered residents of the district.

Students who are wards of the court and who are placed in the district are residents of the district.

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 581-022-07052220](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (20152017).
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 (20152017).
4/31/179/28/17 | PHRS

Admission of Resident Students**

A School-age students who lives within the district attendance area between the ages of 5- and 19 shall be allowed to attend school without paying tuition.

1. A Students 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.

2. The Board may admit an otherwise eligible students who are is not receiving special education and who have has not yet attained 21 years of age prior to the beginning of the current school year if they he/she are is shown to be in need of additional education in order to receive a diploma or a modified diploma. These is students may attend school without paying tuition for the remainder of the school year.

3. The Board shall admit an otherwise eligible students who have has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:

1. Has not yet received a regular high school diploma or a modified diploma; or
2. 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.

4. A Students with disabilities voluntarily placed outside the home by their 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. The Board may, based on district criteria, deny regular school admission to a students who have has become a residents student and who are is under expulsion from another district for reasons other than a weapons policy violation.

6. The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a students who have has become a residents student and who are is under expulsion from another district for a weapons policy violation.

7. The Board may, based on district criteria, provide alternative programs of instruction to a students 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](#)

HR6/06/139/28/17 | RS

Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems**

Student substance abuse, possession, use, distribution or sale of tobacco products, ~~or~~ inhalant delivery systems, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If possession, use, distribution or sale occurred near district grounds, disciplinary action will include removal from any or all extracurricular activities and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution or sale occurred on district grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs are the individual responsibility of the parent and the private health care system.

Clothing, bags, hats and other personal items used to display, promote or advertise tobacco products, inhalant delivery systems, alcohol or unlawful drugs are prohibited on all district grounds, including parking lots, at school-sponsored activities and in district vehicles.

Any person under age 18 ~~21~~ possessing a tobacco product or inhalant delivery system ~~product~~ on district property, in a district facility or while attending a district-sponsored activity is in violation of state law and is subject to a court-imposed fine.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, a tobacco-burning or inhalant delivery system device, to a person under 18 ~~21~~ years of age is in violation of state law and is subject to a court-imposed fine.

An “unlawful drug” is any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policy and any accompanying administrative regulation.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

END OF POLICY

Legal Reference(s):

ORS 153.018	ORS 339.250	OAR 581-022-04132045
ORS 161.605	ORS 339.883	OAR 581-053-0230(9)(s)
ORS 161.625	ORS 431.840	OAR 581-053-0330(1)(m)-(o)
ORS 163.575	ORS 431.845	OAR 581-053-0430(12)-(14)
ORS 167.400	ORS 431A.175	OAR 581-053-0531(11)-(13)
ORS 332.107	ORS 433.835 to -433.990	OAR 581-053-0630
ORS 336.067	ORS Chapter 475	OAR 584-020-0040
ORS 336.222		
ORS 336.227	OAR 581-021-0050 to -0075	SB 754 (2017)
ORS 339.240	OAR 581-021-0110	

Controlled Substances Act, 21 U.S.C. § 812 (2017); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (20062017).

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (20062017).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (20062017).

R6/25/159/28/17 | PH

Student Complaints (Version 2)

The Board recognizes the necessity for each school to develop and maintain an orderly procedure for resolving student complaints. The principal shall [involve staff and students in] establish[ing] procedures which fairly and quickly resolve student complaints. Procedures established should allow for:

1. Informal conferences between the parties concerned;
2. Written appeal to the principal for a hearing when step one does not resolve the problem complaint;
3. Written appeal to the superintendent, requesting a hearing when step two does not resolve the problem complaint;
4. Written appeal to the Board, requesting a hearing when step three does not solve the problem complaint.

It is the purpose of appeals and hearings to provide access to appropriate school officials when an informal conference cannot resolve the problem complaint. It is not the purpose of appeals and hearings to provide a forum through which nonrelated issues are conveyed. It is recommended that as many student problems complaints as possible be handled through informal conferences.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.690](#)
[ORS 332.107](#)

[OAR 581-022-2370](#)

9/28/17 | PH

Use of Restraint and Seclusion

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

Definitions

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical or prone restraint of a student as these methods are prohibited by Oregon law.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

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

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

Mechanical restraint does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health professional or other qualified health care professional acting under the professional's scope of practice.
 6. "Prone restraint" means a restraint in which a student is held face down on the floor.

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

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee [or volunteer] as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the MANDT training program of physical restraints and seclusion for use in the district. As required by state regulation, the selected program shall include: behavioral support, prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

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

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

1. The total number of incidents of physical restraint;
2. The total number of incidents of seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
7. The total number of students placed in physical restraint and/or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of physical restraint and seclusion for each student;
8. The total number of physical restraint and seclusion incidents carried out by untrained individuals;
9. The demographic characteristics of all students upon whom physical restraint and/or seclusion was imposed;

10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

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

At least once each school year the public shall be notified as to how to access the report.

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[OAR 581-021-0061](#)

[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)
[OAR 581-021-0559](#)
[OAR 581-021-0563](#)
[OAR 581-021-0566](#)

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

R6/12/149/28/17 | RSPH

Communicable Diseases - Students (Version 1)

The district shall provide reasonable protection for students against the risk of exposure to communicable disease for students. ~~The district will follow the Oregon Department of Education and the state and local health authorities' rules and regulations pertaining to communicable diseases.~~ Reasonable protection from communicable disease is generally shall be attained through immunization, exclusion or other measures as provided for in by Oregon Revised Statutes and rules law, of by the county local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services generally will not be provided to students excluded under this policy unless otherwise as required by law.

~~Where the district knows~~ When an administrator has reason to suspect that a student is infected by any communicable has or has been exposed to any restrictable disease for which the student would not is required to be excluded under this policy, the school administrator involved shall exclude the student from school and if the disease is a reportable disease, will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of the students and others.

In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The district may, for the protection of both the infected student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. ~~A student shall continue in the alternative setting, if provided, until such time that:~~

- ~~1. The district determines that the student presents no unreasonable risk of infection to the other students and bears no unreasonable risk of opportunistic infections; or~~
- ~~2. The student is ordered to be returned to the classroom by a court or other authority of competent jurisdiction.~~

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

The district shall protect the confidentiality of each student's health condition/ and record to the extent possible and consistent with the overall intent of this policy federal and state law.

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

END OF POLICY

Legal Reference(s):

[ORS 431.035](#)150 to -431.530157

[ORS 433.255](#)

[ORS 433.260](#)

[ORS 433.001](#) to -433.526

[OAR 333-018](#)

[OAR 333-019](#)-0010(5)

[OAR 333-019](#)-0014

[OAR 437-002](#)-0360

[OAR 437-002](#)-0377

[OAR 581-022](#)-07052220

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

9/28/07R9/28/17 | PH

Medications**/*

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to themselves, 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 themselves prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE).

~~[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 themselves, a medication when such 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, 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 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.

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

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 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 designated personnel to any student or other individual on school premises who a staff member believes, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

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.

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 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, when that person in good faith 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 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.

²A 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.

³Subject to ORS 109.610, 109.640 and 109.675.

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 any person in good faith administers autoinjectable epinephrine to a student or individual, subject to state law.

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 433.800 to -433.830	OAR 333-055-0000 to -0035
ORS 109.640	ORS 475.005 to -475.285	OAR 581-021-0037
ORS 109.675		OAR 581-022-2220
ORS 332.107	OAR 166-400-0010(17)	OAR 851-047-0030
ORS 339.866 to -339.871	OAR 166-400-0060(29)	OAR 851-047-0040

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

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

R9/28/17 | PH

Student Safety

The Board directs the development and approval of a comprehensive safety program. The plan is designed to assure every student a safe, healthy environment in which to learn. The plan will comply with federal, state and local laws and regulations and with Board policy.

Local building safety and health committees will ensure that general safety regulations are reviewed with staff and students, as appropriate, to assure student safety.

Instruction in professional technical courses and other offerings such as science, family and consumer studies, art and physical education will include and emphasize accident prevention.

Safety instruction will assist students to:

1. Learn how to work, play and exercise safely, and to prevent accidents;
2. Learn proper procedures to reduce the possibility of accidents;
3. Develop habits of good cleanliness, proper storage and proper handling of materials;
4. Become familiar with personal protective ~~devices~~ equipment and the proper clothing to be worn for safety purposes;
5. Develop skills in the safe use of tools and equipment;
6. Learn how to cooperate with others in the promotion and operation of a safety program in the school;
7. Respond to emergency situations in all settings.

Safety instruction will precede the use of materials and equipment by students in applicable units of work in the courses listed above. Instructors will teach and enforce all safety rules set up for these particular courses. Rules will include, but not be limited to, wearing personal protective ~~eye devices~~ equipment in appropriate activities.

Students will be asked to sign off upon completion of reading safety policies and materials and upon the completion of safety instruction.

A student will report any accident sustained by him/herself while on district property to a district staff member. ALL accidents will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)

[OAR 581-022-1420](#) 2225

HR10/22/989/28/17 | MWRS

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information¹ may be released to the public through appropriate procedures:

1. Student’s name;
- ~~2. Student’s address;~~
- ~~3. Student’s telephone listing;~~
- ~~4. Student’s electronic address;~~
5. Student’s photograph;
- ~~6. Date and place of birth;~~
- ~~7. Major field of study;~~
8. Participation in officially recognized sports and activities;
9. Weight and height of athletic team members;
- ~~10. Dates of attendance;~~
- ~~11. Grade level;~~
- ~~12. Degrees, honors or awards received;~~
- ~~13. Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon

¹[For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word ‘degrees’ in #12 if kept.]

request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names] or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 336.187](#)
[OAR 581-021](#)-0220 to -0430
[OAR 581-022](#)-1660

[HB 3464 \(2017\)](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1427 (~~2006~~2017).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2011~~2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2011~~2017).
~~No Child Left Behind Act of 2001, 20 U.S.C. § 7908 (2006).~~
Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (2017).

R5/23/129/28/17 | LFSL

Public Records**

“Public record” means any information that:

1. Is prepared, owned, used or retained by the district;
2. Is related to an activity, transaction or function of the district; and
3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the [superintendent's] office.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The Board's official minutes, its written policies and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open. All such information will be made available to individuals with disabilities in any appropriate format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his/her particular school's community informed about the school's program and activities.

No records will be released for inspection by the public or any unauthorized persons – either by the superintendent or any other person designated as custodian for district records – if such disclosure would be contrary to the public interest, as described in state law.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

~~If a copy of a record is requested, the district will provide a single certified copy. If a request to inspect a record is made and the public record is maintained in a machine readable or electronic form, the custodian~~

~~shall provide the record in the form requested, if available. If not available in the form requested, it will be provided in the form the public record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under ORS 30.275(5)(a), asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.~~

Employee and volunteer addresses, electronic mail addresses (other than district electronic mail addresses assigned by the district to district employees), social security numbers, dates of birth and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to Oregon Revised Statute (ORS) 192.445 and ORS 192.502(3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt.

~~Additionally, t~~The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

~~Upon receipt of a request, the district will respond as soon as practicable and without unreasonable delay. The response must acknowledge the receipt of the request and one of the following:~~

- ~~1. A statement that the district does not possess, or is not the custodian of, the public record;~~
- ~~2. Copies of all requested public records for which the district does not claim an exemption from disclosure under ORS 192.410 to 192.505;~~
- ~~3. A statement that the district is the custodian of at least some of the requested public records, an estimate of the time the district requires before the public records may be inspected or copies of the records will be provided and an estimate of the fees that the requester must pay as a condition of receiving the public records;~~
- ~~4. A statement that the district is the custodian of at least some of the requested public records and that an estimate of the time and fees for disclosure of the public records will be provided by the district within a reasonable time;~~
- ~~5. A statement that the district is uncertain whether the district possesses the public record and that the district will search for the record and make an appropriate response as soon as practicable;~~
- ~~6. A statement that state or federal law prohibits the district from acknowledging whether the record exists or that acknowledging whether the record exists would result in the loss of federal benefits or other sanction. A statement under this paragraph must include a citation to the state or federal law relied upon by the district.~~

~~The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request.~~

~~The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making copies of public records for the public. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.~~

~~Requests for copies of documents shall be in writing and will be presented to the [superintendent's office].~~

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166, Division 400.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-400](#)

HB 3464 (2017)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (20062017); 28 C.F.R. Part 35 (20062017).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual* (2014).

Americans with Disabilities Act Amendments Act of 2008.

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Public Complaints * (Version 1)

No staff member, student, parent or guardian of a student attending school in the district or community member person that resides in the district will be denied the right to petition the Board for redress of district with a grievance, complaints. A complainant will be referred through the proper administrative process for resolution of a complaint before investigation or action by the Board. An Exceptions are will be a complaints that concern 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 the public that there is a proper process for resolving complaints, including but not limited to concerns a complaint 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 or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation.

~~Community members, staff, parents and students who have a complaint are encouraged to start at the lowest level in the organization to attempt to resolve the complaint. The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR - Public Complaint Procedure.~~

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

~~The following order will be used unless otherwise identified (see administrative regulation KL-AR - Public Complaint Procedure for specific procedures and timelines):~~

- ~~1. Teacher/Employee;~~

2. ~~Principal;~~

3. ~~Superintendent;~~

4. ~~Board.~~

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 may start at step 3 and may be filed with the superintendent.

Complaints against the superintendent may start at step 4 and should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member may start at step 4 and should be made to the Board chair on behalf of the Board.

Complaints against the Board chair may start at step 4 and may be made directly to the district counsel on behalf of the Board.

[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 develop and administer the ~~general~~ complaint process, as appropriate.

If any complaint alleges a violation of ~~state standards or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities,~~ Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), and the complaint is not resolved at the local level through the complaint process, the district will supply the complainant with appropriate information to file an direct complainant, who is a student, a parent or guardian of a student attending a school in the district or a person who resides in the district, may appeal rights to with the State Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-022-1940581-002-0040[(See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction)].

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

END OF POLICY

Legal Reference(s):

[ORS 192.610](#) to -192.690
[ORS 332.107](#)

[ORS 659.852](#)
[OAR 581-022-1940](#)

[OAR 581-022-1941-2370](#)
~~House Bill (HB) 3371 (2015)~~

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).
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