



YAMHILL CARLTON SCHOOL DISTRICT

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

BOARD OF DIRECTORS

REGULAR SESSION AGENDA

LOCATION: YCS BOARDROOM: 120 N. LARCH PL. YAMHILL OR 97148

Or VIA ZOOM <https://us06web.zoom.us/j/91341315065>

Password: sW66uH

Thursday, November 14, 2024

Regular Session: 6:00pm

AGENDA

- I. **Call to Order Regular Session**
- II. **Flag Salute**
- III. **Individuals, Delegations, Recognitions, and Communications**
 - A. YCHS - Student body - Verbal Report
 - B. YCHS - Student body – Student Spotlight
 - C. YCHS - Tanner Smith & Brad Post - Verbal Report
 - D. YCIS - Amanda Dallas & Chad Tollefson - Verbal Report
 - E. YCES - Amanda Dallas – Verbal Report

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

- IV. **Review of Agenda (Action Item)**
- V. **Regular Session – Consent Agenda (Action Item)**
 - A. Approval of Board of Directors Minutes
 1. Regular Session Minutes: 10/10/2024
 2. Work Session Minutes: 10/24/2024
 - B. Personnel
 - C. Enrollment
 - D. Donations
- VI. **Announcements and Reports**
 - A. Superintendent’s Report – Clint Raever – Verbal Report
 - B. District Facilities Report – Ian Barr – Verbal Report
 - C. Financials & List of Bills for October 2024 – Tami Zigler (Action Item)
- VII. **New Business**
 - A. Superintendent Evaluation Process, Times, and Tool for the 24-25 School Year Approval (Action Item)
 - B. Board Feedback on the Communications Plan
 - C. PERS Upcoming Changes
 - D. [2022-2023 English Learners Report](#)
 - E. Adopt New and Updated Policies (Action Item)
 1. Nondiscrimination (AC)
 2. Suspected Abuse of a Child Reporting Requirement (GBNAB/JHFE & JHFE/GBNAB)
 3. Criminal Records Checks and Fingerprinting (GCDA/GDDA)
 4. Special Education – Procedural Safeguards (IGBAG)
 5. Safety Threat (EBCA) – New
 6. Emergency Plan and First Aid (EBC) - New

Note: Unless approved, Regular Meetings of the Board of Directors will be no longer than 3 hours in length at any single session. **INTERPRETERS FOR THE HEARING IMPAIRED:** To request interpreter services for this meeting call 503-852-6980 at least 24 hours prior to the meeting.

F. Policies to Delete:

1. Emergency Procedures and Disaster Plans (EBC/EBCA)
2. Staff – HIV, AIDS, and HBV (GBEBA)
3. Criminal Records Checks and Fingerprinting (GCDA/GDDA-AR)
4. Communicable Diseases - Students (JHCC and JHCC-AR)
5. Students – HIV, HBV, and AIDS (JHCCA)
6. Pediculosis – Head Lice (JHCCF and JHCCF-AR)

G. AR Policies Updates:

1. Use of Restraint and Seclusion (JGAB-AR)
2. Reporting of Suspected Abuse of a Child (GBNAB/JHFE-AR & JHFE/GBNAB-AR)
3. Abuse of a Child Investigations Conducted on District Premises (GBNAB/JHFE-AR(2) & JHFE/GBNAB-AR(2))
4. Special Education – Individualized Education Program (IEP) (IGBAF-AR)

VIII. Board of Directors Comments

IX. Adjournment



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LOCATION: YCS BOARDROOM: 120 N. LARCH PL. YAMHILL OR 97148

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Password: sW66uH

Thursday, October 10, 2024

Regular Session: 6:00pm

MINUTES

Board Members Present: Erin Galyean, Ken Watson, JaJetta Dumdi

DO/Administration Present: Amanda Dallas, Tanner Smith, Brad Post, Ian Barr, John Horne, Clint Raever, Mary Brown, Tami Zigler (via Zoom)

Others Present: Kristen Pond, Morgan Bishop, Andy Rabung, Laurel Powers, Lillian Powers, Julia Howard

I. Call to Order Regular Session

E.Galyean called the meeting to order at 6:00pm

II. Flag Salute

III. Individuals, Delegations, Recognitions, and Communications

A. YCHS - Student body - Verbal Report

-Madison Gregor reported.

-Each leadership student is assigned to two freshmen to write letters to. It is like a pen pal system. It shows the freshmen that there is someone there to help them adjust and to help if they need it.

-This year's theme for homecoming is Haunted Homecoming. It will be easy to decorate since it is right before Halloween. They will be able to use the carved pumpkin from the FFA party.

-The leadership team is working on creating a welcoming environment and making sure they are engaging with students.

-They will be attending the OASC (Oregon Association of Student Councils) in November. Each school will put together a workshop to present.

-T.Smith stated they are doing a great job of celebrating all students. They have put up bulletin boards for all students, not just those who play sports. There are a lot of great boards. M.Gregor stated that groups of leadership students are assigned to a bulletin board to show what is going on in the school. They are updated weekly or monthly depending on the board. They have things like birthday boards and sports boards.

-The leadership students are teaming up by their grade and working on some homecoming decorations.

-Homecoming is on October 25th after the football game, but won't start until later. This will give the football boys time to get ready after the game. The dance goes until midnight.

B. YCES – Upcoming Author Visit Presentation – Kristen Pond

-K.Pond presented.

-On November 12th, they will be having an author come visit all the schools. His story is really amazing. He is a marathon runner. While he was running an ultra-marathon, on day two of the race, a little dog showed up and started following him and kept up with him for miles and miles. At one of the checkpoints, the dog came into his tent and snuggled with him. He started letting the dog run with him on some of the days. On last day of the race the runner in the lead started to struggle. He helped help him finish the race, but since they crossed the finish line at the same time, he was considered second. He and the dog received a silver medal.

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- Lillian Powers is in third grade. She found this book in the library and checked it out two times. She then got her own copy. Lillian and her mother started corresponding with the author and found out they were going to be in Oregon and asked if they wanted to come to YC.
- There are several versions of the book for different ages. K.Pond showed them to the board. He also wrote a fictional story about how their cat had to adjust to a famous dog being in the house.
- K.Pond stated that he will do a Q&A with the cross country team after the assemblies.
- There will be an assembly for each school in the gym dome and Gobi, the dog, will be there too.
- K.Pond thanked Laurel Powers for all the work she has done to make this happen.

C. YCHS - Tanner Smith & Brad Post - Verbal Report

-B.Post reported.

- The football team is currently 4-1. They are tied with Banks for first place and ranked ninth in the 3A classification. They travel to Valley Catholic tomorrow night.
- Volleyball is 11-6 overall and is second place in the Coastal Range League behind Corbett.
- The boys' soccer team is currently winless with a record of 0-8-3. They are working hard and improving. They have had three draws and several of their losses were very close.
- The girls' soccer is currently 6-4-1, with a league record of 4-1. This record has the team tied for second with Amity, whom they are playing tonight.
- The cross-country team ran out in Vernonia today. The team is led by Louigi Etta and Laurel Chadwick with the addition of soccer star, Lucas Partin, who is doing two fall sports. Coach Rylan believes the boys may score some team points at the State competition in a few weeks.
- The cheer team's success from last year is spreading. There are now a couple of Gaston students who would like to compete with Yamhill Carlton since they do not offer winter cheer in Gaston. He will discuss this with the board later in tonight's meeting.
- The Tiger Athletics study tables are in their third week. The study table program is a powerful example of how committed Tiger Athletics is to the district's vision, mission, and values. By providing student athletes with structured academic support, they emphasize the mission to champion the growth of the whole student through highly effective learning practices. These study tables reinforce the importance of balancing academic excellence with athletic participation, aligning with the vision to foster well-rounded individuals who are prepared for success both on and off the field. They also reflect the district's core values of commitment, integrity, compassion and resiliency, creating a supportive environment where student athletes can thrive.
- T.Smith reported.
- They have started working with the WESD and are now using the Tigers on Track system. They are able to get the data they need with a couple of clicks of a button.
- For attendance, 203 students are at 90% or better and 79 are under 90%.
- 230 students are failing zero or one course and 52 students are failing 2 or more.
- They look at individual student data and have students fill out the Tigers on Track sheet. For every class that they aren't passing, they are given an action plan that is a step by step plan of how to get their grades up to passing. The parent needs to sign the action plan as well and then the student returns it to the teacher. By doing this, the students are now aware of where they are, not just the teachers. It helps teach them accountability.
- He believes this process aligns with the district's vision, mission, and values because it helps students take an active role in their success.
- They had 50 parents attend conferences today, which is more than he thought there would be. Teachers are showing parents the action plans.
- K.Watson asked about the attendance piece. He asked what they do when they see that a student is absent more than 10% of the time. T.Smith responded that since it is so early in the year, they don't have to miss much school to reach that 10%. They will look at those with high absence rates and he, Renee McEnaney or

Brenda Vanderzanden will meet with them to find out why they are having so many absences and what they can do to help them overcome any hurdles they have.

-They have completed their second fire drill. Both the intermediate and high school did it. All students at both schools were evacuated and all students accounted for in seven minutes. They also had a bus evacuation drill.

-They are now pros in the art of the hold drill.

-Homecoming week is rapidly approaching and the students are getting pretty excited about it, all the dress up days along with the athletics that week and, of course, the dance. He suggested the dance take place on the field at halftime during the football game and charge \$27, but the students didn't seem to like the idea.

-He wanted to change the look of the building when you first walk in. Students have done murals and painted a 3D tiger on the floor. It adds more to the aura of the school. Renee McEnaney also does a freshman shout out bulletin board.

-He feels like things are going a lot better than last year and is glad they had conferences this early to allow students time to catch up.

-J.Dumdi asked if they are already planning for J term. T.Smith replied that they are. They see the value of doing it at the high school. There is talk of doing away with M-term in the future. Last year they were able to get 66 students to passing grades during J-Term. M-term however is at the end of the year and they aren't sure how beneficial it is. Eliminating M-term would allow them to extend the semesters by a couple of weeks. J-term was very valuable. This year they are committed to both J and M term.

D. YCIS – Amanda Dallas & Chad Tollefson - Verbal Report

-A.Dallas reported.

-C.Tollefson is unable to attend tonight due to priority conferences.

-Big shout out to the office staff. They continue to field question after question for her as they shift communication and leadership style in the building. Also, a huge shout out to Megan Huxman for being the first walk-through observation of the year with the new system.

-Kyle Findley has been hard at work ensuring her vision for an extra outdoor area that is safe and sound.

-This month is Bullying Prevention Month. Safety and kindness are the highest priorities at YCIS. They are actively modifying and tweaking their proactive approach to help students problem-solve and deal with conflict.

-A few examples of their proactive approaches are: Classroom teachers make positive phone calls home in the first six weeks of school, campus vision boards, monthly visits from Mrs. Dallas in the leadership class, PAX building wide expectations, problem solving slip from the office followed by parent phone calls, constant communication home, positive office referrals, weekly SEL lessons with Wayfinder sample bullying lesson, and see it, say it for both the good things and the problems.

-She put some flyers in the lobby during conferences. She provided a copy of those to the board. Flyers for crisis resources, parenting tips for online safety, and trauma-informed support for children.

-PAX Adolescence is here. They are going to learn all about PAX and how it will be used at the school during Wednesday's professional development. She is very excited to see this shift in the building.

-They are teaming up with the WESD to learn more about inclusion in the schools. They will start with bias response training, followed by four sessions throughout the year to support the staff with language to help students learn and feel like they belong at YC.

-The leadership students are leading announcements, working on the Harvest Festival with the high school football team and scheduling food trucks, making inspirational signs for the bathrooms, helped with the welcome back assembly that was on September 20th, and so much more.

-A.Rabung gave an update on YCIS athletics. He stated that things are going like a duck swims, very smooth and calm on the top, but kicking like crazy underwater.

-They are formerly hiring for coaches. They have interviewed and selected Christina and Neil Slater as the girls' basketball coaches and Jeff Knipe and Jeff Woods for boys' basketball.

-Girls' basketball practice will begin on October 21st with their first game on November 5th.

- Boys' basketball practice will begin on December 16th with their first game on January 14th.
- He is working on getting logoed gear. They want to make it known that the district is running the program.
- He is working on transitioning equipment and uniforms from YCBC which will be done the week of October 28th.
- Track will start in the spring and they are hoping to have volleyball, football, and wrestling in the fall.
- They have modified the high school handbook for the intermediate school athletes. They will also have a study table for student athletes. This will help prepare them for what to expect in high school.
- He has reached out to Linfield and Pacific University to see if they have any interns that might want to help with health and safety.
- He has also reached out to a local physician to help with sports physicals to help make it as easy as possible for students to get them.
- Basketball registration is live. A special thank you to Patti Bertrand and Tami Zigler for all their work getting it up and running.
- A.Dallas stated there will be a Halloween dance on October 18th and the Fall Festival will be on November 1st from 5 to 7. She handed out flyers for both of those.
- She shared the i-Ready math data.
- DESSA testing will be done on November 4th.
- The MTSS team is working on how to solve student problems efficiently and effectively. They want to be more consistent on what the expectations are between all grade levels. This month's work was around universal progress reports for sharing with families at conferences.
- E.Galyean asked how she feels the transition is going with teachers. A.Dallas stated that she communicates differently so that is something that they are adjusting to. She does feel that it is going really well and there has been good feedback from teachers. They have done vision board for the entire school.
- They are currently planning J-Term. This year all the students will still have ELA and Math, and either science or social studies.

E. YCES - Amanda Dallas – Verbal Report

- A.Dallas reported.
- Shoutout to the YCES staff. The building runs so smoothly because they continually support each other and their students. She says this a lot, but they really do have an amazing thing going on at YCES.
- They have wrapped around their kindergarten teachers and students to support their transition into school routines. They are starting to settle into them and the expectations. All day everyday is a lot for the kindergartens and they are doing amazing.
- This month is Bullying Prevention Month. They are showing their support by wearing orange on Wednesdays. Safety and kindness are the highest priorities at YCES. They actively modify their proactive approach to help students problem solve and deal with conflict. Mrs. Morton has been teaching the anti-bullying curriculum in Character Strong. She presented a copy of the packet to the board. J.Morton does a great job with this.
- A few examples of the proactive approaches they are using: Classroom teachers make positive phone calls home in the first six weeks of school, campus vision boards, A.Dallas or M.Bishop do a monthly read aloud, PAX building wide expectations, universal problem solving language, problem solving slips, constant communication home, PAX coupons, positive office referrals, and PAX leader of the week.
- They have a lot of fun fall activities coming up.
- Tiger Run Spirit Week is October 14th- 18th.
- The Fall Festival field trip to the high school will be October 28th.
- The costume parade will be October 31st at 1:45pm.
- Trunk or Treat will be October 31st from 4 to 6pm.
- PJ day will be November 1st.

-She shared the i-Ready and Dibels data. For Dibels, kindergarten shows a lot of red, but that is normal and will look really good by the end of the year.

-The fall collection for DESSA will be completed next week.

-The goal for the MTSS is to use the Tiger Den data to drive their support for students and teachers. This month they talked about PAX leader of the week and what that looks like and how students can earn it. They are also updating their absence and tardy process for attendance. They will allow for an extra one or two absences. They felt like they were doing too much too soon and it didn't give them time to improve.

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IV. Review of Agenda (Action Item)

J.Dumdi motioned to approve the agenda as presented. K.Watson seconded. All in favor. Motion carried.

V. Regular Session – Consent Agenda (Action Item)

A. Approval of Board of Directors Minutes

1. Regular Session Minutes: 9/12/2024
2. Work Session Minutes: 9/23/2024

B. Personnel

C. Enrollment

D. Donations

J.Dumdi motioned to approve the consent agenda as presented. K.Watson seconded. All in favor. Motion carried.

J.Dumdi noticed that Alliance now has a few high school students. J.Horne stated they are trying it again. They didn't lose a lot of high schoolers when they stopped, but the families of those students ended up taking the younger siblings out of Alliance as well. They are hoping this will keep the 8th graders as well as younger students in those families.

VI. Announcements and Reports

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

-C.Raever reported.

-They have sent invites out to reconvene the long-range facilities committee. M.Brown is currently collecting RSVPs.

-J.Warner began doing a staff spotlight, similar to what she did for the Seniors last year. She sent out a short questionnaire to staff and within an hour she had already received more than 50 responses. She will post a few a week on social media.

-A few students will start attending city council meetings in both Carlton and Yamhill. They will share information about what is going on at the schools. This is another way to build bridges with the community.

-He has weekly communication meetings with K.Laier and C.Dreher. They are beginning work on the next newsletter and are hoping to get it out around Thanksgiving.

-J.Horne had a few things to report on.

-YC has been selected for cyclical monitoring for special education. They used to review eight cases a year. The new process requires them to review 30 files. Five of the special education teachers are working with him to do that. They met yesterday to make plans and have teams work on a few files each. They will meet again tomorrow afternoon to debrief and continue work. It is due at the end of January. They will change the PD plan to see where they need to boost some of the work they are doing with students. Luckily YC is the third cohort to do this, so the state has made some adjustments since the previous cohorts completed it.

-He and C.Raever are meeting with every new employee. They go to their location and have five or six talking points they go over with them. The main purpose of doing this is to find out how welcome they have felt. The other part is to get feedback on the experience they had during their onboarding process. One of the questions is 'who has helped you the most?'. From their responses, it seems they know who they can go to to ask questions and get answers.

-They are over halfway done with the meetings. They will take the information from these meetings and share it with the administration and then frame the hiring process and onboarding around that information.

-C.Raever stated many of the newly hired veteran teachers have said they didn't get the support at other districts like they have gotten here, which is nice to hear.

-Alliance Academy will be having a picnic at Beulah Park tomorrow. They will have popsicles, chalk art work, and it will give them a chance to socialize. This year they will be having a hoop-a-thon as a fundraiser for outdoor school. They are also hoping to have a science fair and a wax museum.

-C.Raever presented the OSAS assessment data. The scores show 22-23 and 23-24 scores and 23-24 state scores. The district's scores should be at or above the 23-24 state average. This is just a summary report. The principals haven't had time to look into individual student data. At a future meeting, he will have principals report on what they see in the data and what interventions will be put in place. One area that is cause for concern is the fourth graders in 22-23, that were fifth graders in 23-24 have shown a regression.

-J.Dumdi stated that it is interesting to see how the third, fourth, and fifth grades were impacted differently during COVID. A.Dallas stated this is not unique to the district, but it is still a problem that needs to be addressed. E.Galyean stated it will take persistence.

-The state report card won't be released until November. Once it is, they will go back and look at that as well.

B. District Facilities Report – Ian Barr – Verbal Report

-I.Barr reported.

-They had a fire inspection today. There were quite a few things that need to be addressed. The fire department will send him a report that he can share with the board.

-The boiler is going to be repaired. When it cools down it leaks water everywhere. It will be rebuilt in the next 3 weeks. K.Watson asked if it will be out of commission during the repairs. I.Barr replied that it will, but it shouldn't take very long to repair.

-The A/C unit in the cafeteria will be getting replaced.

-They will be seal coating the asphalt in front of the stadium.

C. Financials & List of Bills for September 2024 – Tami Zigler (Action Item)

-T.Zigler reported.

-The audit is next week, so the final audit numbers will be available in November.

-The anticipated beginning fund balance from 23-24 is \$3,500,000. The district had budgeted \$3,040,000. There are a few reasons it is higher than anticipated:

- The district budgeted based on a state school fund of 9.9 billion, but the State School Fund received 10.2 billion.*
- The district also earned approximately \$30,000 per month in interest on LGIP.*
- There were savings from using ESSER funds and grants instead of having to use general fund dollars.*
- Expenditures had \$1 million left in appropriations, along with the contingency of \$1,373,000. The district used some funds for facilities, which a resolution was done for in June 2024.*
- Personnel changes. If a teacher was to retire and then work back, the district saves \$25,000 on those teachers. Also, if a senior teacher leaves and the district hires a newer teacher, that is \$27,000 in savings in salaries. In addition, a \$9000 savings for the half year because of the waiting period for PERS.*

Another \$13,000 is saved if they waive insurance. That being said, the numbers can add up quickly depending on personnel changes.

- There was also some savings in technology, because the district hired an inside person instead of contracting services. The district was also able to save by using grant funds for chrome book replacements.*

-E.Galyean asked if she was referring to end of June data. T.Zigler replied yes.

-For this year, the district is on plan. The taxes were a little short this month, but that is nothing to worry about. In November, T.Zigler will look to see if any adjustments need to be made to the state school funds.

-J.Dumdi noticed that the City of Yamhill expenses were a lot higher. T.Zigler responded that it is from the water bill. She and Ian reviewed it and they were pretty much on point for the actual.

-E.Galyean asked what the payment to Crown Ridge Construction was for. T.Zigler responded that it was for the painting of the stadium.

-The district is right on point for what was budgeted for the estimated enrollment.

-J.Dumdi noticed that the elementary school 20 students less, but it made up for it with the enrollment numbers at the intermediate and high school. C.Raever stated that they had fewer Kindergarteners than they predicted, which is why the elementary school numbers are lower.

-T.Zigler stated everything looks good right now. As long as the district keeps their numbers, they are right on track.

-E.Galyean stated that she saw an article about the PERS increases. She asked if T.Zigler had any comments on that for the district. T.Zigler replied that the district's current PERS rate is 0% according to PERS, but the district is paying 19% into the UAL account to paydown the PERS debt. The state has been discussing the cliff that some districts are experiencing with higher rates. She will be attending a webinar that will go over it in more depth. She will bring more information to the November board meeting with visuals on what this means for the district.

-K.Watson motioned to approve the financials and list of bills for September 2024 as presented. J.Dumdi seconded. All in favor. Motion carried.

VII. New Business

A. Cooperative Sponsorship Approval (Action Item)

-B.Post presented.

-Last year he did this for one student to play golf on the McMinnville team. Because of this, other students showed interest in golf and YC now has their own team.

-Gaston does not have a cheer team and there are two Gaston students who would like to do competitive cheer here at YC. Both districts have to have board approval in order for them to do so.

-K.Watson asked if there is a downside to doing this. C.Raever replied that politically it could, if someone from YC didn't make the team because of the outside students, but the likelihood of that is very small due to the size of the team.

-J.Dumdi motioned to approve the cooperative sponsorship agreement as presented. K.Watson seconded. All in favor. Motion carried.

B. Adopt New and Updated Policies (Action Item)

- 1. Evaluation of the Superintendent (CBG)*
- 2. Evaluation of Administrators (CCG)*
- 3. Injury or Illness Reports (EBBB)*
- 4. Special Education – IEP (IGBAF)*
- 5. Use of Restraint or Seclusion (JGAB)*
- 6. Fund Balance (DBDB) - New*

-K.Watson motioned to adopt policies CBG, CCG, EBBB, IGBAF, JGAB, and DBDB as presented. J.Dumdi seconded. All in favor. Motion carried.

C. First Read of New and Updated Policies:

1. Nondiscrimination (AC)
2. Suspected Abuse of a Child Reporting Requirement (GBNAB/JHFE & JHFE/GBNAB)
3. Criminal Records Checks and Fingerprinting (GCDA/GDDA)
4. Special Education – Procedural Safeguards (IGBAG)
5. Safety Threat (EBCA) – New
6. Emergency Plan and First Aid (EBC) - New

-C.Raever stated there have been changes in some of the statutes that require changes to some policies. -GBNAB/JHFE and JHFE/GBNAB same the same policy. E.Galean asked why there were two of the same. M.Brown explained that there are different sections in the policy manual and these policies fall under the personnel section and the student section.

-GCDA/GDDA and IGBAG had so many changes that they were rewritten based on the OSBA sample policies. The old versions are included in the board packet.

-EBCA is new policy. There was one policy that combined EBC and EBCA, but they have separated the two. There is now an EBC policy and an EBCA policy instead of the EBC/EBCA policy.

-C.Raever asked the board to review the policies and let him know if anything needs to be changed before approving them at the next board meeting.

D. Division 22 Report

-C.Raever stated the Division 22 report needs to be presented to the board and posted on the district's website by November 1st.

-This report looks at the compliance for last year, not the current year.

-The Oregon legislature or the state board determine what standards must be met in order to be a standard school district. Division 22 standards include over 50 OAR rules. Rules related to curriculums, policies, diplomas, media-licensed librarian, just to name a few.

-Since the district does not have a media-licensed librarian on staff, they contract through the WESD for them to oversee the media program.

-For accountability, the district will post the report on the district website and submit it to the state. ODE will review it and follow up on any items that are not in compliance. They have specialists that will help the district comply.

-The report signals the district's commitment to providing a high-quality educational experience and equitable opportunities for all students.

-If the district is out of compliance, the district will submit a proposed corrective action plan. ODE reviews that plan. If it is not approved, ODE will assist and support the district with it. The corrective action must be complete by the beginning of the next school year. If that does not happen, ODE may withhold a portion of the district's state school fund.

-The essential skills graduation requirements are still being looked at.

-The district is out of compliance with the substance use prevention and intervention plan. They will spend the next few months working on it. He has reached out to other districts to see what they are doing. The district has policies and some practices, but he doesn't feel like it is a comprehensive plan.

-K.Watson stated that teaching in this area is what is out of compliance.

-C.Raever stated that Sheridan's plan is really well written out. He would like to see the YC district have something similar to theirs. K.Watson stated it is important that they not merely cut and paste from Sheridan. The staff should be very involved in creating this plan. C.Raever clarified that he was not going to copy Sheridan's plan, but that it is just a good reference to go by. It will not a duplication of it, but something that is well written and works for the YC district.

-They have some of the funds they received some from the JUUL settlement that can be used to help with this plan.

-The completion will be by September 1st, 2025. He will involve the administrators and look at what they are doing and what feedback they have. They will bring in the drug and alcohol counselor as well.

-For 2024-2025, the district is ahead of the curb for the new and revised rules and requirements regarding SEL curriculum, high school personal finance education, and diploma requirements.

-In regards to the diploma requirements, it is a change in the name used, but not the practice.

VIII. Board of Directors Comments

-E.Galyean stated it is national school lunch week this week. OSBA is recommending that they to go check it out.

IX. Adjournment

E.Galyean adjourned the meeting at 8:12pm.



YAMHILL CARLTON SCHOOL DISTRICT

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

BOARD OF DIRECTORS

REGULAR SESSION AGENDA

LOCATION: YCSD BOARDROOM: 120 N. LARCH PL. YAMHILL OR 97148

Or VIA ZOOM <https://us06web.zoom.us/j/91341315065>

Password: sW66uH

Thursday, October 24, 2024

Work Session: 6:00pm

Board Members Present: *Erin Galyean, Ken Watson, JaJetta Dumdi, Susan FitzGerald*

DO/Administration Present: *Clint Raever, Mary Brown*

Others Present: *Michael Blade*

MINUTES

I. Call to Order Work Session

E.Galyean called the session to order at 6:00pm.

II. Flag Salute

III. New Public Meetings Law Training

-C.Raever introduced Michael Blade. He is the general counsel with WESD. He has replaced Lisa Freiley since she retired. He has been with the WESD since April. He was previously the general counsel for Lane Community College. He is new to K-12 education.

-Tonight, he will be going over public meetings law, board ethics, executive sessions, and the new requirement for recording meetings. He will also touch on four other education related bills that were passed and that will be effective January 1, 2025.

-M.Blade reviewed the information in the document he provided to the board. (See attached document).

-C.Raever stated the board will be losing a couple of members next year and wondered if having a board member who is married to a staff member would be a conflict of interest. M.Blade stated that if the board evaluated that staff member, then it would be a conflict. Also, if someone has a business that has done work for the school district and wanted to in the future, that would be a conflict of interest as well.

-In regards to the conflict of interest information, M.Blade stated that if a board member has any inkling that there may be a conflict of interest, it is best to announce it. S.FitzGerald asked who would bring up the potential liability. M.Blade replied that in the case of the examples provided, the contractor who didn't get the job would likely be the one to do so. A member of the public could, but it most likely wouldn't lead to personal liability for the board member.

-In relation to the use of position or office section, one exception would be if a board member's land was butted up against school property and the school needed an easement for some reason, the school could pay the board member a fee for that. That type of financial gain would not be a conflict.

-C.Raever stated that an example of this would be if a board member wanted to borrow a piece of equipment so they didn't have to rent it, it would qualify as a financial benefit.

Note: Unless approved, Regular Meetings of the Board of Directors will be no longer than 3 hours in length at any single session. **INTERPRETERS FOR THE HEARING IMPAIRED:** To request interpreter services for this meeting call 503-852-6980 at least 24 hours prior to the meeting.

- M.Blade stated there is a hyperlink in the document that goes over all of the scenarios that fall under this category.
- For the executive session section, M.Blade listed the ten reasons allowed to hold an executive session from the statutes that relate to school districts. Number six and number seven are the two that have some wiggle room in determining whether or not an executive session can be held.
- Labor negotiations can be done in executive session, but unions won't often agree to that. An example of when they may agree to it is if an MOU is being worked on that involves a sensitive topic.
- In relation to media attendance at executive sessions, the board can challenge certain types of media, such as podcasters and bloggers. The District Attorney looks at things like what their media presences is and how many followers they have, but they generally lean towards letting them in.
- The most important thing to remember is that the board cannot take final action during an executive session. They should only be getting a sense of where they stand on the topics discussed.
- E.Galyean wanted to clarify that if media is allowed to attend, they cannot report on what was said. M.Blade responded that they can report on the subject of what was discussed, but not specifics.
- In the 'board member communication outside of meetings' section of the document, M.Blade pointed out the definition of 'serial communication'. This is something boards need to avoid doing. An example of this would be if board member A talks to board member B, then board member B talks to board member C. In the case of a split board, that would be three members talking even though they aren't all talking to each other at the same time. S.FitzGerald stated she will sometimes contact individual board members to discuss a topic and asked if that would be considered a violation of public meeting laws. M.Blade replied that it is okay if the purpose is just to find out where they all stand on a certain topic. However, if she is only contacting a few members and not all of them, that would not be acceptable.
- S.FitzGerald asked about public comment. Currently the board limits public speaking to three minutes per person and the board does not respond to comments. She asked if the board can respond to comments. M.Blade responded that they can, but he would not recommend it because that opens it up for everyone to comment and be responded to. It can make things worse if you start to have a back and forth with the person. It is best to just listen and let them know that the board will refer the matter to the superintendent or the appropriate administrator. There is nothing in the law that states the public must be able to speak at a meeting. A public meeting just means that the public can attend, but giving the public a chance to speak is good practice.
- Board retreats are considered public meetings and minutes must be taken, unless the retreat is purely for personal or professional development and is not related to any board business.
- C.Raever stated that previous guidance he received said that committee meetings are considered public meetings. M.Blade stated it would depend on whether decisions were made in the meetings. If there are two or more board members as part of the committee, he would definitely make it a public meeting.
- M.Blade went over the new SB1502 law that will be effective 1/1/25. This law requires video recordings of all public meetings. Written minutes are still required, but do not have to be as detailed.
- HB4137 does not apply to this district.
- HB4147 authorizes school districts to install cameras on the stop arm of a school bus. It also amends ORS 468A.796, giving school buses until 2025 to meet new standards for diesel engine technology.
- In regards to SB 1532, there is a grant program related to this bill. If the district is interested in this, he recommends applying for it now.
- SB1575 will likely not affect this district. If a situation came up in relation to this, PACE would step in.
- There is not much information about the 2025 legislative session yet because they are focused on the elections or campaigning. They won't really start focusing on this until after Thanksgiving. OSBA and COSA do a great job of following this. C.Raever stated COSA recently had a regional meeting. They have some

work groups focusing on budgets, student support groups, and coming up with platforms that they will be lobbying for. Once he has more information, he will share it with the board.

IV. Communication's Plan Presentation

-C.Raever shared a draft of the communication plan he has put together. All the items in yellow are areas he is still working on.

-He will share the document with the board for them to provide feedback. Once he gets it in a more solid form, he will send it to Assist Education and have them review it.

-E.Galyean asked if this plan is a district wide plan. C.Raever replied that it is and once it is finalized, it will be sent it out to all staff.

V. Executive Session

Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2) (i) Performance Evaluations of Public Officers and Employees

-At 7:35pm, S.FitzGerald motioned for the board go into executive session. J.Dumdi seconded. All in favor. Motion carried.

-At 8:12pm, E.Galyean motioned for the board to return to open session. J.Egland seconded. All in favor. Motion carried.

I. Adjournment

E.Galyean adjourned the meeting at 8:12pm.

**Yamhill Carlton School District
Human Resources
Board Report
November 14, 2024**



New Hires

Karissa Cox, YCIS Instructional Assistant
Neil Slater, YCIS Girls Basketball Coach
Christina Slater, YCIS Girls Basketball Coach
Jeff Knipe, YCIS Boys Basketball Coach
Marta Kribs, YCES Half Time Kindergarten Teacher
Brooke Gregor, YCHS Kitchen Helper
Jeff Woods, YCIS Boys Basketball Coach

Resign/Retire/Term Employees

None

Current Employees: Position Changes

None

Open Positions For 2024-2025

None

Yamhill Carlton School District Enrollment Report

October

2024

District Enrollment for 2024-25 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
YCES	274	273								
YCIS	367	367								
YCHS	281	278								
Alliance	172	168								
Total	1,094	1,086	-	-	-	-	-	-	-	-
23/24 Total	1,101	1,101	1,093	1,090	1,088	1,080	1,083	1,087	1,098	1,094
22/23 Total	855	856	845	835	840	837	838	846	834	832
21/22 Total	539	541	541	541	532	524	528	530	530	530
20/21 Total	362	365	366	361	363	361	358	364	367	366
19/20 Total	1,060	1,067	1,065	1,060	1,053	1,043	1,034	1,045	1,045	1,044

YCES Enrollment for 2024-25 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	57	57								
1st Grade	72	70								
2nd Grade	75	76								
3rd Grade	70	70								
24/25 Total	274	273	-	-	-	-	-	-	-	-
22/23 Total	301	297	299	299	297	297	298	304	306	307
21/22 Total	265	269	271	264	273	274	270	268	268	266
20/21 Total	231	229	230	228	225	221	225	223	223	223
19/20 Total	362	365	366	361	363	361	358	364	367	366

YCIS Enrollment for 2024-25 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
4th Grade	72	71								
5th Grade	91	90								
6th Grade	53	54								
7th Grade	76	75								
8th Grade	75	77								
24/25 Total	367	367	-	-	-	-	-	-	-	-
23/24 Total	348	344	345	345	345	348	352	355	361	360
22/23 Total	332	329	330	325	322	328	322	321	325	324
21/22 Total	343	342	347	349	351	348	343	347	349	345
20/21 Total	291	287	276	276	272	273	282	291	282	282
19/20 Total	308	312	311	313	307	303	303	307	307	307

For FY 18/19 19/20, the 4th grade was counted at YCES.

YCHS Enrollment for 2024-25 School Year

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
9th Grade	66	65								
10th Grade	71	70								
11th Grade	71	70								
12th Grade	73	73								
Transition	-	-								
24/25 Total	281	278	-	-	-	-	-	-	-	-
23/24 Total	289	292	283	283	281	271	269	268	270	270
22/23 Total	293	290	288	284	290	285	286	285	284	278
21/22 Total	284	283	285	285	278	281	281	278	276	277
20/21 Total	290	290	292	290	290	290	291	291	276	291
19/20 Total	299	300	298	295	295	290	286	287	284	284

Alliance Academy Enrollment 2024-25

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Kindergarten	18	18								
1st Grade	15	14								
2nd Grade	22	20								
3rd Grade	23	22								
4th Grade	32	33								
5th Grade	15	15								
6th Grade	18	17								
7th Grade	16	17								
8th Grade	10	8								
9th Grade	2	2								
10th Grade	-	-								
11th Grade	-	1								
12th Grade	1	1								
24/25 Total	172	168	-	-	-	-	-	-	-	-
23/24 Total	180	181	183	183	182	179	177	176	177	173
22/23 Total	192	194	191	190	189	193	192	192	191	187
21/22 Total	137	134	135	134	127	125	129	130	129	128
20/21 Total	255	258	266	269	267	254	250	234	247	247
19/20 Total	91	91	91	92	89	90	88	88	88	88

For FY 18/19 19/20, the 4th grade was counted at YCES.



DONATIONS November 2024

YCHS Rocketry	J.Ausmus	\$60.00
YCHS Girls Soccer	J.Davis	\$100.00
YCHS Rocketry	A.Martinez	\$25.00
YCHS Counseling	Education Travel and Culture	\$500.00
YCES	F. & L. Gilyard (in memory of Ben Reid)	\$150.00

Mission

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



To: Board of Directors – Yamhill Carlton School District
Clint Raever, Superintendent

From: Tami Zigler, Business Manager

Date: November 14, 2024

Re: 2024-2025 District Financial Report

SUMMARY for Fiscal Year 2024-2025

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

For the current period, total revenue was \$358,209 more than planned and total expenditures were \$109,905 less than planned. The combined result is a \$468,113 favorable surplus condition for the current year period.

REVENUES

TAXES: Taxes are \$15,643 over plan. This favorable condition represents 73.1% of the year-to-date plan amount of \$21,386. This variance amount is considered material, and was primarily driven by an increase in 1112 PRIOR YEAR TAXES. For the current year period, Taxes increased 24.7% over the prior year period compared to an average increase of 10.5% over the preceding 4 years.

TUITION, FEES, OTHER: Tuition, Fees, Other is \$31,728 over plan. This favorable condition represents 249.5% of the year-to-date plan amount of \$12,719. This amount is considered material, and was primarily driven by increases in 1990 MISCELLANEOUS, and 1711 ATHLETIC SIGN UP. For the current year period, Tuition, Fees, Other increased 155.0% over the prior year period compared to an average decrease of 18.8% over the preceding 4 years.

EARNINGS ON INVESTMENTS: Earnings on Investments are \$104,414 over plan. This favorable condition represents 1221.6% of the year-to-date plan amount of \$8,547. The current year variance amount is considered material, and was primarily driven by an increase in 1510 INTEREST ON INVESTMENTS. For the current year period, Earnings on Investments increased 56.5% over the prior year period compared to an average increase of 25.9% over the preceding 4 years.

INTERMEDIATE REVENUE: Intermediate Revenue is \$732 over plan. This variance amount is considered trivial and meets expectations based on budget appropriations.

STATE UNRESTRICTED AID AND SSF: State Unrestricted Aid and SSF is \$192,441 over plan. This favorable condition represents 5.3% of the year-to-date plan amount of \$3,607,430. This variance amount is considered tolerable, and was primarily driven by an increase in 3101 STATE SCHOOL FUND - GENERAL SUPPORT. For the current year period, State Unrestricted Aid and SSF increased 5.7% over the prior year period compared to an average increase of 6.3% over the preceding 4 years.

STATE RESTRICTED GRANTS-IN-AID: State Restricted Grants-in-Aid is on plan. The current year variance amount is considered trivial and meets expectations based on budget appropriations.

INTERFUND TRANSFERS/LONG TERM DEBT/OTHER: Transfers/Long Term Debt/Other is \$13,250 over plan. The current year variance amount is considered material, and was primarily driven by an increase in 5300 SALE OF/COMPENSATION FOR LOSS OF FIXED ASSETS.

EXPENDITURES

SALARIES: Salaries are \$72,006 under plan. This favorable condition represents -5.0% of the year-to-date plan amount of \$1,449,009. This amount is considered tolerable, and was primarily driven by decreases in 0111 LICENSED SALARIES, and 0113 ADMINISTRATORS. For the current year period, Salaries increased 5.2% over the prior year period compared to an average increase of 4.9% over the preceding 4 years.

ASSOCIATED PAYROLL COSTS: Associated Payroll Costs are \$41,877 under plan. This favorable condition represents -5.9% of the year-to-date plan amount of \$708,355. This amount is considered tolerable, and was primarily driven by a decrease in 0241 EMPLOYEES INSURANCE. For the current year period, Associated Payroll Costs increased 1.2% over the prior year period compared to an average increase of 4.4% over the preceding 4 years. The largest Associated Payroll Costs groups - 0241 EMPLOYEES INSURANCE, 0213 PERS UAL CONTRIBUTION, and 0220 FICA/MEDICARE, representing 85.6% of total Associated Payroll Costs, decreased by 0.7%.

PURCHASED SERVICES: Purchased Services are \$160,137 under plan. This favorable condition represents -29.4% of the year-to-date plan amount of \$544,201. The current year variance amount is considered material, and was primarily driven by decreases in 0331 REIMBURSABLE STUDENT TRANSPORTATION, 0310 INSTR, PROF & TECH SRVS, and 0326 FUEL. For the current year period, Purchased Services decreased 21.9% over the prior year period compared to an average increase of 12.8% over the preceding 4 years.

SUPPLIES: Supplies are \$2,131 under plan. This favorable condition represents -0.8% of the year-to-date plan amount of \$269,016. This amount is considered trivial and meets expectations based on budget appropriations. For the current year period, Supplies increased 8.1% over the prior year period compared to an average increase of 10.8% over the preceding 4 years. The largest Supplies groups - 0470 COMPUTER SOFTWARE, 0410 CONSUMABLE SUPPLIES & MATERIALS, and 0420 TEXTBOOKS, representing 82.6% of total Supplies, decreased by 1.6%.

CAPITAL OUTLAY: Capital Outlay is \$57,153 under plan. This favorable condition represents -100.0% of the year-to-date plan amount of \$57,153. This amount is considered material, and was primarily driven by decreases in 0550 TECHNOLOGY, and 0541 INITIAL & ADDITIONAL EQUIPMENT PURCHASE. For the current year period, Capital Outlay decreased 100.0% over the prior year period compared to an average increase of 1.1% over the preceding 4 years.

OTHER OBJECTS: Other Objects are \$17,256 under plan. This favorable condition represents -5.4% of the year-to-date plan amount of \$321,021. This variance amount is considered tolerable, and was primarily driven by a decrease in 0653 PROPERTY INSURANCE PREMIUMS. For the current year period, Other Objects increased 11.3% over the prior year period compared to an average increase of 12.7% over the preceding 4 years.

TRANSFERS: Transfers are \$240,656 over plan. This unfavorable condition represents 30.4% of the year-to-date plan amount of \$792,072. The current year variance amount is considered material, and was primarily driven by an increase in 0710 FUND MODIFICATIONS. For the current year period, Transfers increased 94.2% over the prior year period compared to an average increase of 9.2% over the preceding 4 years. The largest Transfers groups - 0710 FUND MODIFICATIONS, and 0791 TRANSFER TO BUILDING FUND, representing 80.4% of total Transfers, increased by 266.1%.

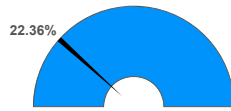
OTHER USES OF FUNDS: Other Uses of Funds are on plan. This amount is considered trivial and meets expectations based on budget appropriations.

Information provided by Frontline Analytics powered by Forecast5.

100 GENERAL FUND Revenue Dashboard Summary

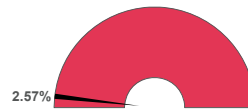
For the Period Ending October 31, 2024

Actual YTD Revenues



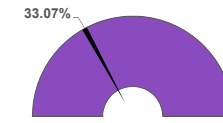
Projected YTD Revenues
26.26%

Actual YTD Local Sources



Projected YTD Local Sources
0.91%

Actual YTD State Sources



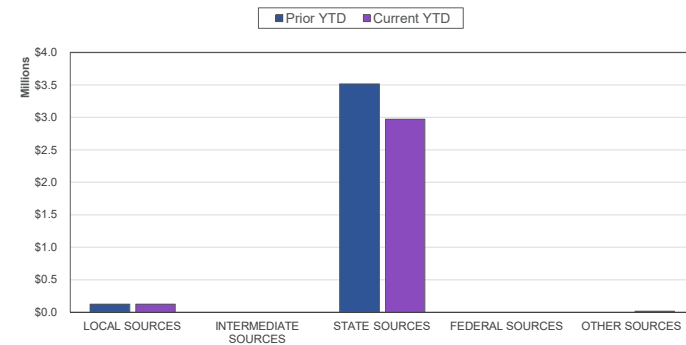
Projected YTD State Sources
40.12%

General Fund Revenues

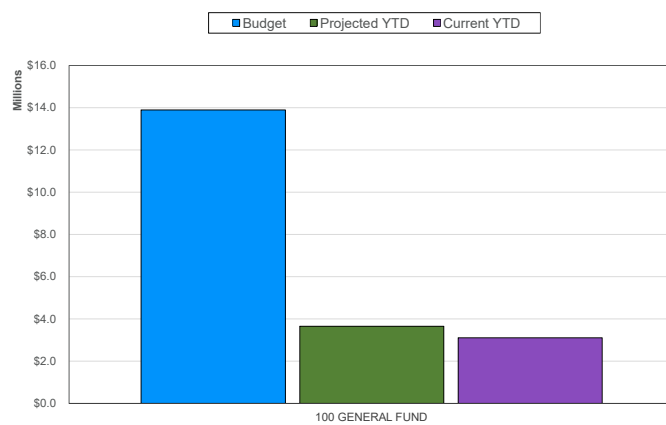
Top 10 GENERAL FUND Sources of Revenue (Year-to-Date)

Resources - Beginning Fund Balance	\$3,514,982
Unrestricted Grants-In-Aid	\$2,973,335
Interest On Investments	\$84,335
Admissions	\$14,791
Sale Of Or Compensation For Loss Of Fixed Assets	\$13,250
Ad Valorem Taxes Levied By District	\$9,327
Regular Day School Transportation	\$5,479
Fees Charged To Grants	\$2,108
Summer School Tuition	\$1,800
Penalties And Interest On Taxes	\$1,540
Percent of Total Revenues Year-to-Date	99.97%

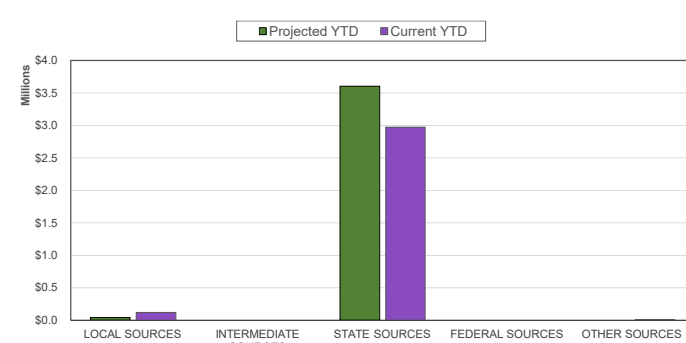
GENERAL FUND Revenue by Source | Prior YTD vs. Current YTD



Revenues by Fund | Budget / Projected YTD / Current YTD



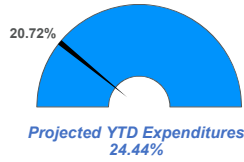
GENERAL FUND Revenue by Source | Projected YTD vs. Current YTD



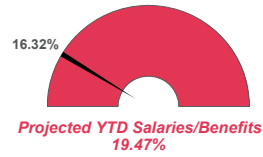
100 GENERAL FUND Expense Dashboard Summary

For the Period Ending October 31, 2024

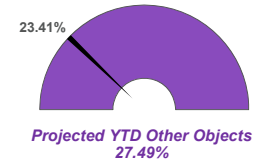
Actual YTD Expenditures



Actual YTD Salaries/Benefits



Actual YTD Other Objects

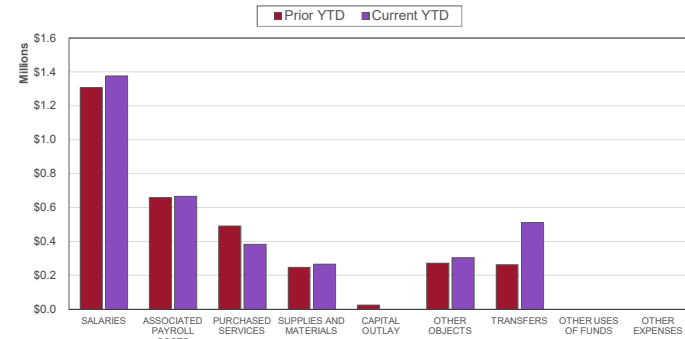


General Fund Expenditures

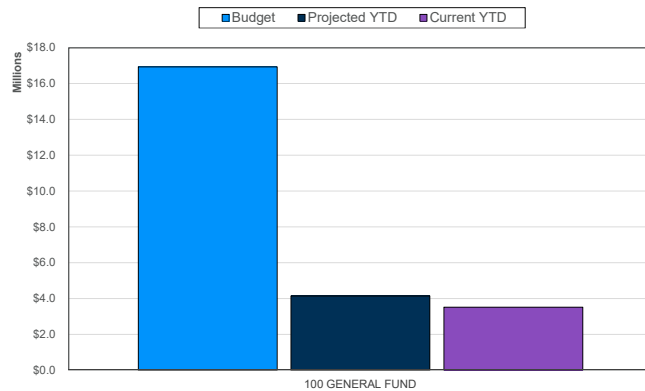
Top 10 GENERAL FUND Expenditures by Program (Year-to-Date)

Licensed Salaries	\$586,123
Classified Salaries	\$340,137
Fund Modifications	\$293,707
Employees Insurance	\$265,128
Administrators	\$250,254
Property Insurance Premiums	\$223,331
Pers Ual Contribution	\$201,921
Computer Software	\$119,040
Transfer To Building Fund	\$117,600
Fica/Medicare	\$103,390
Percent of Total Expenditures Year-to-Date	71.25%

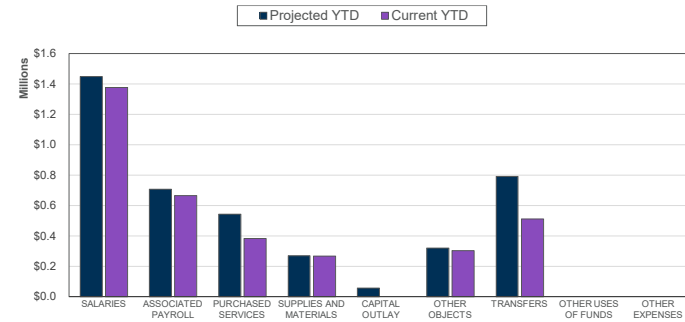
GENERAL FUND Expenditures by Object | Prior YTD vs. Current YTD



Expenditures by Fund | Budget / Projected YTD / Current YTD



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

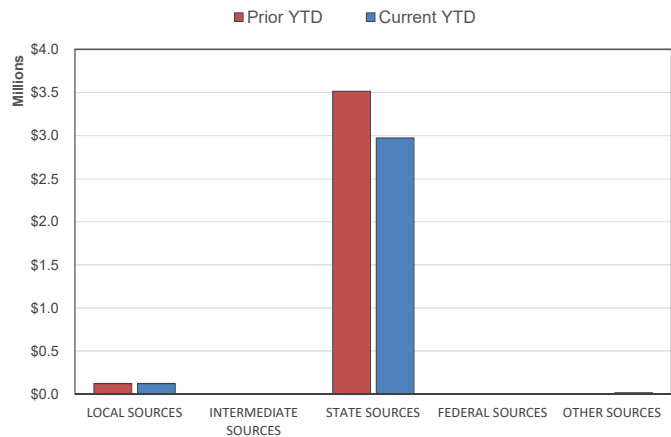


100 GENERAL FUND | Financial Summary by Object

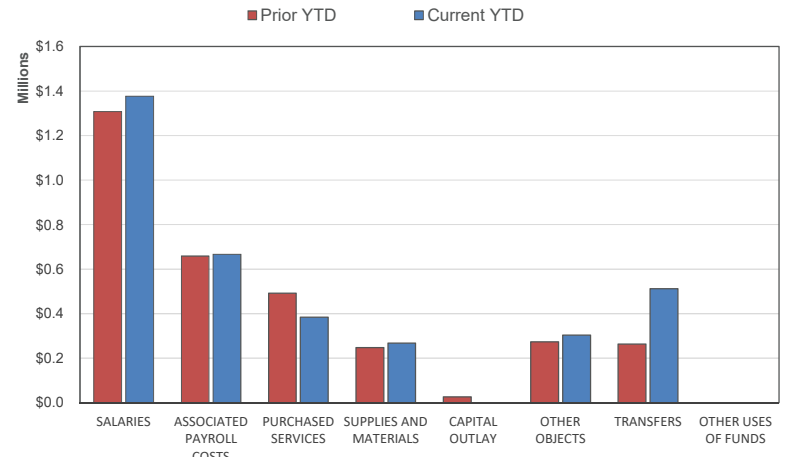
For the Period Ending October 31, 2024

	Prior YTD		Prior Year Actual		YTD % of PY Actual		Current YTD		Annual Budget		YTD % of Budget	
	\$		\$				\$		\$			
Beginning Fund Balance	\$	2,979,668	\$	2,979,668			\$	3,514,982	\$	3,040,000		
REVENUES												
Local Sources		121,684		4,868,858		2.50%		121,136		4,707,564		2.57%
Intermediate Sources		-		323,831		0.00%		-		200,000		0.00%
State Sources		3,516,580		8,848,442		39.74%		2,973,335		8,992,254		33.07%
Federal Sources		-		-				-		-		
Other Sources		-		-				13,250		-		
TOTAL REVENUE	\$	3,638,264	\$	14,041,132		25.91%	\$	3,107,721	\$	13,899,818		22.36%
EXPENDITURES												
Salaries	\$	1,308,637	\$	6,261,260		20.90%	\$	1,377,002	\$	6,985,784		19.71%
Associated Payroll Costs		658,738		3,334,202		19.76%		666,478		3,622,291		18.40%
Purchased Services		491,528		2,325,215		21.14%		383,801		2,811,386		13.65%
Supplies and Materials		246,833		483,452		51.06%		266,885		528,775		50.47%
Capital Outlay		25,443		55,106		46.17%		-		168,722		0.00%
Other Objects		272,954		345,747		78.95%		303,755		360,747		84.20%
Transfers		263,393		760,393		34.64%		511,557		602,147		84.96%
Other Uses of Funds		-		-				-		1,859,966		0.00%
Other Expenses		-		-				-		-		
TOTAL EXPENDITURES	\$	3,267,526	\$	13,565,375		24.09%	\$	3,509,477	\$	16,939,818		20.72%
SURPLUS / (DEFICIT)	\$	370,738	\$	475,757			\$	(401,756)	\$	(3,040,000)		
ENDING FUND BALANCE	\$	3,350,406	\$	3,455,426			\$	3,113,226	\$	-		

Revenues by Source | Prior YTD vs. Current YTD



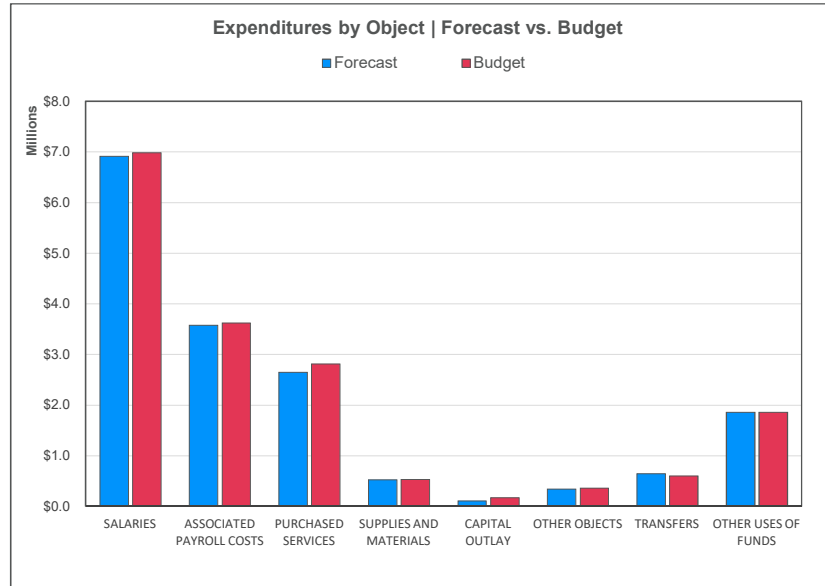
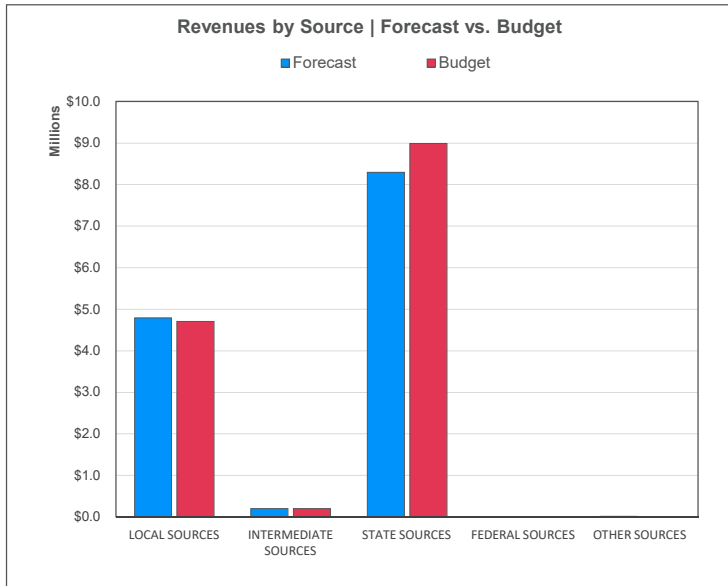
Expenditures by Object | Prior YTD vs. Current YTD



100 GENERAL FUND | Financial Projection by Object

For the Period Ending October 31, 2024

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$ 2,979,668	\$ 3,514,982	\$ -	\$ 3,514,982	\$ 3,040,000	\$ 474,982
REVENUES						
Local Sources	121,684	121,136	4,667,720	4,788,856	4,707,564	81,292
Intermediate Sources	-	-	200,000	200,000	200,000	-
State Sources	3,516,580	2,973,335	5,326,536	8,299,871	8,992,254	(692,383)
Federal Sources	-	-	-	-	-	-
Other Sources	-	13,250	-	13,250	-	13,250
TOTAL REVENUE	\$ 3,638,264	\$ 3,107,721	\$ 10,194,256	\$ 13,301,977	\$ 13,899,818	\$ (597,841)
EXPENDITURES						
Salaries	\$ 1,308,637	\$ 1,377,002	\$ 5,536,775	\$ 6,913,777	\$ 6,985,784	\$ 72,007
Associated Payroll Costs	658,738	666,478	2,913,936	3,580,414	3,622,291	41,877
Purchased Services	491,528	383,801	2,267,185	2,650,985	2,811,386	160,401
Supplies and Materials	246,833	266,885	259,759	526,644	528,775	2,131
Capital Outlay	25,443	-	111,569	111,569	168,722	57,153
Other Objects	272,954	303,755	39,726	343,481	360,747	17,266
Transfers	263,393	511,557	135,442	646,999	602,147	(44,852)
Other Uses of Funds	-	-	1,859,966	1,859,966	1,859,966	-
Other Expenses	-	-	-	-	-	-
TOTAL EXPENDITURES	\$ 3,267,526	\$ 3,509,477	\$ 13,124,357	\$ 16,633,835	\$ 16,939,818	\$ 305,983
SURPLUS / (DEFICIT)	\$ 370,738	\$ (401,756)	\$ (2,930,102)	\$ (3,331,858)	\$ (3,040,000)	
ENDING FUND BALANCE				\$ 183,124		



**YAMHILL CARLTON SCHOOL DISTRICT
SPECIAL REVENUE FUNDS
FOR THE FISCAL YEAR 2024-2025
AS OF OCTOBER 31, 2024**

FUND DESCRIPTION	GRANT AWARD	REVENUE	EXPENDITURE	ENCUMBRANCE	BUDGET BALANCE
201 TITLE I	213,046.00	-	39,784.68	185,120.85	(11,859.53)
202 TITLE IV-A	15,139.00	-	-	-	15,139.00
204 TITLE II-A	60,254.30	-	7,321.85	-	52,932.45
206 IDEA PART B 611	260,273.61	2,147.29	43,312.72	152,244.84	64,716.05
207 IDEA PART B 619	-	-	-	-	-
213 ESSER III FUNDS	7,392.41	-	6,354.63	1,037.78	-
215 MEDICAID ADMIN CLAIMING (MAC)	1,506.17	1,506.17	-	-	1,506.17
235 CTE REVITALIZATION FUNDS	29,596.74	29,596.74	-	-	29,596.74
238 CAREER PATHWAYS	4,000.00	-	-	-	4,000.00
239 OUTDOOR SCHOOL (M-99)	68,000.00	-	8,669.70	20,229.30	39,101.00
251 STUDENT INVESTMENT ACCOUNT (SIA)	1,297,517.00	222,804.50	380,401.40	683,850.03	233,265.57
252 HIGH SCHOOL SUCCESS (M-98)*	216,296.84	1,773.74	28,420.50	139,878.58	47,997.76
253 EARLY LITERACY GRANT	113,092.69	16,712.55	8,614.04	31,249.42	73,229.23
255 SAFE SCHOOL CULTURE GRANT	11,059.76	-	3,721.94	704.26	6,633.56
261 TAP GRANTS - SEISMIC ASSESSMENT	25,000.00	-	-	-	25,000.00
261 TAP GRANTS - WATER TESTING	5,000.00	-	-	-	5,000.00
LOCAL/STATE/FED GRANTS	2,327,174.52	274,540.99	526,601.46	1,214,315.06	586,258.00

230 MISCELLANEOUS GRANTS	GRANT AWARD	REVENUE	EXPENDITURE	ENCUMBRANCE	GRANT BALANCE
0 MISCELLANEOUS GRANTS	-	616.61	-	2,500.00	(2,500.00)
850 BOARD OSBA SCHOLARSHIP	5,000.00	5,000.00	2,500.00	2,500.00	-
401 ASPIRE	2,692.17	192.17	380.54	1,596.24	715.39
800 UNITED WAY - RESOURCE ROOMS	186.62	186.62	-	-	186.62
801 YCES PTO PROJECTS	206.76	206.76	-	-	206.76
802 AG DRONE PROJECT	1,515.48	1,515.48	-	-	1,515.48
803 VETERANS LEGACY GRANT	785.03	785.03	-	-	785.03
805 DONATIONS TO CREDIT RECOVERY	424.66	424.66	69.54	355.12	-
807 SOPHIA'S FUND - THEATER	925.44	925.44	-	-	925.44
808 MWEC CONFERENCES	5,000.00	-	458.35	-	4,541.65
809 STUDENT TEACHING	1,501.10	1,651.10	337.01	138.99	1,025.10
812 FFA ALUMNI NATL CONFERENCE	-	-	-	-	-
824 EIS GRANT	3,227.04	-	808.65	2,425.95	(7.56)
825 MENSTRUAL DIGNITY ACT	5,035.68	-	-	-	5,035.68
827 ADDICTION PREVENTION	15,603.95	15,603.95	-	-	15,603.95
828 SECURITY GRANT	4,000.00	-	4,000.00	-	-
829 COUNSELING OFFICE DONATION	500.00	500.00	-	-	500.00
SUB TOTAL MISC GRANTS	46,603.93	27,607.82	8,554.09	9,516.30	28,533.54

FUND OTHER SPECIAL REVENUE	BUDGET	REVENUE	EXPENDITURE	ENCUMBRANCE	BUDGET BALANCE
265 EARLY RETIREMENT / TEXTBOOK ADOPTIC	483,957.00	482,957.11	110,696.27	25,330.00	347,930.73
266 PROFESSIONAL DEVELOPMENT	65,000.00	65,065.28	2,148.84	-	62,851.16
281 STUDENT BODY ACCOUNTS - YCES	51,000.00	44,356.20	8,316.95	-	42,683.05
282 STUDENT BODY ACCOUNTS - YCIS	144,000.00	59,438.99	6,139.17	2,203.28	135,657.55
283 STUDENT BODY ACCOUNTS - YCHS	300,000.00	237,117.80	62,403.88	9,973.08	227,623.04
285 ALLIANCE ACADEMY - FIELD TRIPS	10,000.00	1,390.76	-	1,980.00	8,020.00
299 FOOD SERVICE*	399,880.74	105,481.51	104,284.05	299,170.09	(3,573.40)
SUB TOTAL OTHER SPECIAL REVENUE	1,453,837.74	995,807.65	293,989.16	338,656.45	821,192.13
TOTAL ALL 200 FUNDS	3,827,616.19	1,297,956.46	829,144.71	1,562,487.81	1,435,983.67

*Fund 252 is formerly Fund 233 - converted 04/2024

*Fund 299 is formerly Fund 250 - converted 12/2023

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

**YAMHILL CARLTON SCHOOL DISTRICT
FOR THE FISCAL YEAR 2024-2025
DEBT SERVICES, CAPITAL PROJECT, AND FIDUCIARY FUNDS
AS OF OCTOBER 31, 2024**

FUND DESCRIPTION	BUDGET	BEGINNING FUND			EXPENDITURE	ENCUMBRANCE	PROJECTED BALANCE*	CASH BALANCE
		BALANCE	REVENUE					
300 GENERAL OBLIGATION DEBT	1,020,350.00	119,264.85	9,376.13	-	1,019,750.00	600.00	128,640.98	
302 PERS UAL DEBT	2,015,987.00	805,492.89	228,727.53	-	1,254,756.00	761,231.00	1,034,220.42	
304 JCI PROJECT DEBT	136,100.00	4,233.29	125,064.64	75,400.00	60,100.00	600.00	53,897.93	
TOTAL DEBT SERVICES	3,172,437.00	928,991.03	363,168.30	75,400.00	2,334,606.00	762,431.00	1,216,759.33	

FUND DESCRIPTION	BUDGET	BEGINNING FUND			EXPENDITURE	ENCUMBRANCE	PROJECTED BALANCE*	CASH BALANCE
		BALANCE	REVENUE					
400 CET CAPITAL PROJECTS	295,000.00	302,259.21	52,747.18	28,761.07	34,500.00	231,738.93	326,245.32	
475 CAPITAL PROJECT FUND	528,400.00	952,123.51	6,496.96	1,892.76	-	526,507.24	956,727.71	
TOTAL CAPITAL PROJECTS	823,400.00	1,254,382.72	59,244.14	30,653.83	34,500.00	758,246.17	1,282,973.03	

FUND DESCRIPTION	BUDGET	BEGINNING FUND			EXPENDITURE	ENCUMBRANCE	PROJECTED BALANCE*	CASH BALANCE
		BALANCE	REVENUE					
784 DERBY DAYS SCHOLARSHIP	4,000.00	-	-	-	-	4,000.00	-	
785 LAUGHLIN SCHOLARSHIP FUND	59,900.00	55,361.56	-	-	2,000.00	57,900.00	55,361.56	
TOTAL TRUST IN AGENCY	63,900.00	55,361.56	-	-	2,000.00	61,900.00	55,361.56	
TOTAL OTHER FUNDS	4,059,737.00	2,238,735.31	422,412.44	106,053.83	2,371,106.00	1,582,577.17	2,555,093.92	

**Projected Balance is the Budget column minus Expenditures and Encumbrances. Cash Balance is actual revenues and expenditures to date.*

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2024-2025

Criteria: **From Check Date:** 10/01/2024 **To:** 10/31/2024 **Voucher:** ALL
Report Sort: FUND **From Fund:** 100 **To:** 900

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Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
0	ALEXANDRA TODD	\$770.00
0	ALISON CHEATHAM	\$626.64
0	AMANDA NEWELL	\$347.00
0	AMAZON CAPITAL SERVICES	\$9,168.14
0	AMERICAN FIDELITY - PD LEAVE	\$1,585.50
0	AMUZU, NICOLE M	\$82.42
61810	ARMOR ZONE ATHLETICS LLC	\$5,125.00
0	ASSAD, ARIA	\$793.96
61764	AWARD SPECIALTIES	\$120.00
61837	BEELINE BACKFLOW	\$1,795.00
0	BELT-VERHOEF, STEPHANIE	\$18.76
0	BEST BUY STORES LP	\$2,761.17
0	BIRMAN, BRIANNE L	\$69.20
0	BRIHANA NEE	\$160.00
61765	BSN SPORTS LLC	\$349.80
61788	CARBON WORKS TREE SERVICE LLC	\$1,800.00
0	CATHERINE WEAVER	\$108.00
0	CHELSEA PETERSON	\$612.00
0	CHELSEA POGUE	\$975.98
61789	CHOWN INC	\$300.00
61838	CHOWN INC	\$1,661.15
61790	CITY OF CARLTON	\$2,037.55
61767	CITY OF YAMHILL	\$16,494.29
0	COLLINS, JARED MICHAEL	\$203.78
0	COOK, MAUREEN	\$27.71
61768	COSA	\$419.00
61839	CVE TECHNOLOGIES GROUP INC	\$4,200.00

Yamhill-Carlton School District No. 1

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Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
0	DANNA JOHNSON	\$200.22
61812	DAVISON AUTO PARTS	\$16.79
61840	DAVISON AUTO PARTS	\$32.05
0	DAWN MARIE PEREZ	\$722.48
0	DECKER, JENNIFER	\$125.00
61791	DEMOSS & GUTTERMAN LLC	\$2,078.00
61769	ECOLAB	\$1,450.75
0	ERIN CONNAUGHTON	\$232.90
0	ESS WEST LLC	\$27,821.55
0	ESTUARDO GARCIA	\$275.49
0	HEIDI WISMER	\$400.00
61828	HERNANDEZ, ANA KAREN CHAVEZ	\$203.00
0	HUXMAN, MEGAN L	\$20.99
61787	INSTITUTE FOR EXCELLENCE IN WRITING LLC	\$157.00
61771	IRON MOUNTAIN INCORPORATED	\$279.20
0	JACOB JOHNSON	\$228.34
61829	JOHN DORT	\$97.00
0	JOHNSON, JESSICA	\$655.00
0	JONATHAN GROVER	\$301.00
61841	JUNIOR LIBRARY GUILD	\$565.04
61813	KAPCO-KENT ADHESIVE PRODUCTS	\$250.70
61830	KAREN PARR	\$1,800.00
0	KATE MCCANLESS	\$430.60
61831	KATHERINE BONNER	\$362.05
0	KATIE LEN WAI	\$532.50
0	KATIE PORRITT	\$1,800.00
0	KONE INC	\$724.35

Yamhill-Carlton School District No. 1

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Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
61792	LAWRENCE COMPANY	\$100.00
61772	LEARNING WITHOUT TEARS	\$1,688.94
0	LIND, MORGAN	\$99.31
61773	LINN BENTON LINCOLN ESD	\$1,581.48
0	LOMELI, JASMINE	\$141.92
61774	LOWE'S COMPANIES INC.	\$356.10
61793	LOWE'S COMPANIES INC.	\$62.59
61814	LOWE'S COMPANIES INC.	\$78.64
61815	MCMINNVILLE GAS INC.	\$108.25
61842	MCMINNVILLE GAS INC.	\$533.75
0	MEGHAN PLIES	\$1,082.46
0	MELISSA WISMER	\$400.00
0	MENARD, MICHAEL	\$259.00
0	MICHAEL ERWIN	\$357.35
0	MILNER, ALLYSON E	\$766.25
0	MOLLY PANIDA	\$324.00
61832	MOLLY PEASE	\$410.00
61794	MR. ROOTER OF SALEM, OR	\$220.00
0	MYRICK, CARLA	\$27.97
61843	NEWBERG STEEL & FABRICATION INC	\$110.40
61833	NICOLE OGLE	\$240.00
0	OETC	\$6,578.50
61796	OFFICE DEPOT, INC	\$339.99
61844	OREGON LIBRARY ASSOCIATION	\$85.00
61797	OSBA	\$225.00
0	OSTERHOUT - PURDY, NATASHA	\$215.00
0	PACIFIC OFFICE AUTOMATION	\$3,842.16

Yamhill-Carlton School District No. 1

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Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
61778	PERRYDALE SCHOOL DISTRICT NO 21	\$20,053.26
61820	PORTLAND GENERAL ELECTRIC	\$15,930.40
0	POST, BRADLEY A	\$136.55
0	POWERSCHOOL GROUP LLC	\$0.00
0	PROCARE THERAPY	\$4,928.00
0	QUILL CORPORATION	\$135.96
0	RABUNG, ANDREW	\$145.54
61834	REBEKAH D SMITS	\$214.82
61835	REBEKAH SUH	\$260.84
61821	RECOLOGY OREGON COMPOST, MCMINNVILLE	\$4,220.00
61779	RECOLOGY WESTERN OREGON GARBAGE	\$1,205.88
61798	RECOLOGY WESTERN OREGON GARBAGE	\$738.19
0	RICHES, REBECCA	\$130.00
61799	RODDA PAINT CO	\$37.99
61800	SALEM FOOTBALL OFFICIALS	\$4,451.16
61822	SALEM SOCCER REFEREES ASSOC.	\$3,985.22
61845	SALEM WRESTLING OFFICIALS	\$3,968.46
0	SAVVAS LEARNING COMPANY LLC	\$1,868.81
61823	SCHOOL FIX CATALOG	\$631.26
0	SEAL, LIBERTY A	\$240.15
0	SIERRA SPRINGS	\$58.45
0	SMITH, BRITTNEY	\$288.70
61781	SNO SITES	\$500.00
0	STACY BROWN	\$193.21
61782	STAN THE HOT WATER MAN	\$1,054.25
61836	STEPHANI DEL RIO	\$575.99
0	TAD BECKWITH	\$472.92

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2024-2025

Criteria: From Check Date: 10/01/2024 To: 10/31/2024 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 900

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Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
61825	THE HOME DEPOT PRO	\$5,998.67
61847	THE HOME DEPOT PRO	\$626.31
61784	THE YARD ARTISAN LLC	\$1,690.00
61802	THE YARD ARTISAN LLC	\$1,684.00
61803	TODAYS CLASSROOM LLC	\$125.00
61848	TURF TANK	\$11,000.00
0	UMPQUA BANK-CC	\$3,051.40
61849	UNITED RENTALS (NORTH AMERICA) INC	\$127.50
0	VERIZON WIRELESS	\$117.33
61850	WILCO	\$18.43
61786	WILLAMETTE HVAC	\$580.00
0	WILLIAMS, NIKITA R	\$69.00
61804	YAMHILL COUNTY HEALTH & HUMAN SERVICES	\$11,220.00
0	YAMHILL SHELL STATION	\$77.02
61826	ZIPLY FIBER	\$3,528.37
Total for 100 - GENERAL FUND		\$220,947.15
201 - TITLE IA		
0	ESS WEST LLC	\$3,750.58
Total for 201 - TITLE IA		\$3,750.58
204 - TITLE IIA		
61816	MICHAEL GRINDER AND ASSOCIATES	\$4,518.20
Total for 204 - TITLE IIA		\$4,518.20
213 - ESSER III FUNDS		
61811	CHRIS LIVINGSTON	\$671.64
0	UMPQUA BANK-CC	\$525.49
Total for 213 - ESSER III FUNDS		\$1,197.13

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2024-2025

Criteria: From Check Date: 10/01/2024 To: 10/31/2024 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 900

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Exclude Invoice Description

Check Number	Vendor	Amount
230 - MISC GRANTS		
0	COLLINS, JARED MICHAEL	\$230.55
0	JANET HERRING-SHERMAN	\$12.99
0	SEAL, LIBERTY A	\$227.80
0	VANHORN, KELLY	\$337.01
Total for 230 - MISC GRANTS		\$808.35
239 - MEASURE 99 - OUTDOOR SCHOOL		
61818	OMSI	\$8,669.70
Total for 239 - MEASURE 99 - OUTDOOR SCHOOL		\$8,669.70
251 - STUDENT INVESTMENT ACCOUNT		
0	PATINKIN RESEARCH STRATEGIES	\$25,600.00
Total for 251 - STUDENT INVESTMENT ACCOUNT		\$25,600.00
252 - HIGH SCHOOL SUCCESS: MEASURE 98		
0	UMPQUA BANK-CC	\$110.16
Total for 252 - HIGH SCHOOL SUCCESS: MEASURE 98		\$110.16
265 - UNEMPL/RETIREE RESERVE		
0	CENGAGE LEARNING INC	\$1,678.60
61795	MYSTERY SCIENCE INC	\$8,070.00
61817	NORTHWEST TEXTBOOK DEPOSITORY	\$1,537.14
Total for 265 - UNEMPL/RETIREE RESERVE		\$11,285.74
280 - STUDENT BODY FUNDS		
0	AMAZON CAPITAL SERVICES	\$766.60
Total for 280 - STUDENT BODY FUNDS		\$766.60
282 - YCIS STUDENT BODY		
0	AMAZON CAPITAL SERVICES	\$594.39

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2024-2025

Criteria: **From Check Date:** 10/01/2024 **To:** 10/31/2024 **Voucher:** ALL
Report Sort: FUND **From Fund:** 100 **To:** 900

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Exclude Invoice Description

Check Number	Vendor	Amount
282 - YCIS STUDENT BODY		
3540	DORMERS SCREENPRINTING	\$650.25
0	HUXMAN, MEGAN L	\$46.72
Total for 282 - YCIS STUDENT BODY		\$1,291.36
283 - YCHS STUDENT BODY		
0	AMAZON CAPITAL SERVICES	\$90.44
20830	AMITY HIGH SCHOOL	\$250.00
20822	BSN SPORTS LLC	\$35.75
20826	BSN SPORTS LLC	\$6,334.91
20824	CHEMEKETA COMMUNITY COLLEGE	\$1,500.00
0	HUDL	\$900.00
0	NASSP	\$385.00
20827	OASC	\$225.00
20825	OREGON STATE UNIVERSITY	\$1,500.00
20823	TURSI SPORTS INC	\$525.00
0	UMPQUA BANK-CC	\$1,029.83
20828	UNIVERSITY OF OREGON	\$500.00
20829	WESTMONT COLLEGE	\$1,500.00
20831	YAMHILL CARLTON SD 1	\$50.00
Total for 283 - YCHS STUDENT BODY		\$14,825.93
299 - NUTRITION SERVICES		
0	AMAZON CAPITAL SERVICES	\$9.99
61766	CHRISTENSEN, LISA	\$20.10
61769	ECOLAB	\$621.75
0	GOODY MAN DISTRIBUTING INC	\$177.00
61770	GRAY, RANDALL	\$79.40
61775	MARLIN BRETOWER	\$172.80

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2024-2025

Criteria: **From Check Date:** 10/01/2024 **To:** 10/31/2024 **Voucher:** ALL
Report Sort: FUND **From Fund:** 100 **To:** 900

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Exclude Invoice Description

Check Number	Vendor	Amount
299 - NUTRITION SERVICES		
61776	MIKES RESTAURANT EQUIPMENT LLC	\$611.00
61819	OREGON SCHOOL NUTRITION ASSOCIATION	\$150.00
61777	OUR TABLE COOPERATIVE	\$135.00
61780	SALSA LOCAS LLC	\$1,541.20
0	SPRING VALLEY DAIRY INC	\$3,519.35
61783	SYSCO FOOD SERVICES	\$4,971.08
61801	SYSCO FOOD SERVICES	\$9,841.85
61824	SYSCO FOOD SERVICES	\$2,923.73
61846	SYSCO FOOD SERVICES	\$3,432.28
61785	VICKI JUNKER	\$76.10
Total for 299 - NUTRITION SERVICES		\$28,282.63
 475 - CAPITAL CONSTRUCTION FUND		
61805	ZCS ENGINEERING & ARCHITECTURE	\$1,892.76
Total for 475 - CAPITAL CONSTRUCTION FUND		\$1,892.76
Grand Total:		\$323,946.29

End of Report

Yamhill-Carlton School District No. 1

Expenditure Summary Report

Fiscal Year: 2024-2025

Criteria: Report Sort: Fund

From Date: 10/01/2024

To Date: 10/31/2024

Fund: 100	GENERAL FUND					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK-CC						
		0	GENERAL FUND	HIGH SCHOOL-EXTRACURRICULAR	DUES AND FEES	\$720.62
		0	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	COMPUTER SOFTWARE	\$204.00
		0	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	CONSUMABLE SUPPLIES & MATERIALS	\$569.99
		0	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	DUES AND FEES	\$52.00
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	CONSUMABLE SUPPLIES & MATERIALS	\$207.35
		0	GENERAL FUND	OPERATION & MAINTENANCE - PLANT SERVICES	CONSUMABLE SUPPLIES & MATERIALS	\$350.00
		0	GENERAL FUND	TECHNOLOGY SERVICES	COMPUTER SOFTWARE	\$15.39
		0	GENERAL FUND	TECHNOLOGY SERVICES	CONSUMABLE SUPPLIES & MATERIALS	\$282.98
		0	GENERAL FUND	TECHNOLOGY SERVICES	NON-CONSUMABLE ITEMS	\$649.07
				Total for UMPQUA BANK-CC		\$3,051.40
				Total for GENERAL FUND		\$3,051.40

Fund: 213	ESSER III FUNDS					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK-CC						
		0	ESSER III FUNDS	INSTRUCTIONAL STAFF DEVELOPMENT	TRAVEL, OUT OF DISTRICT	\$525.49
				Total for ESSER III FUNDS		\$525.49

Fund: 252	HIGH SCHOOL SUCCESS: MEASURE 98					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK-CC						
		0	HIGH SCHOOL SUCCESS: MEASURE 98	HIGH SCHOOL PROGRAMS	COMPUTER SOFTWARE	\$110.16
				Total for HIGH SCHOOL SUCCESS: MEASURE 98		\$110.16

Fund: 283	YCHS STUDENT BODY					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK-CC						

Yamhill-Carlton School District No. 1

Expenditure Summary Report

Fiscal Year: 2024-2025

Criteria: Report Sort: Fund

From Date: 10/01/2024

To Date: 10/31/2024

Fund: 283	YCHS STUDENT BODY				
Remit Name	Check#	FUND	FUNCTION	OBJECT	<u>Amount</u>
	0	YCHS STUDENT BODY	HIGH SCHOOL-EXTRACURRICULAR	CONSUMABLE SUPPLIES & MATERIALS	\$1,029.83
			Total for YCHS STUDENT BODY		<u>\$1,029.83</u>
				Grand Total:	<u><u>\$4,716.88</u></u>

<u>Recap for FUND for GENERAL FUND</u>		
100	GENERAL FUND	\$3,051.40
213	ESSER III FUNDS	\$525.49
252	HIGH SCHOOL SUCCESS: MEASL	\$110.16
283	YCHS STUDENT BODY	\$1,029.83

End of Report



2024-2025 Superintendent Evaluation Timeline

Date	ACTION
<p>Open Session November 14th</p>	<p>Approve superintendent evaluation process, timeline, and tool for 2024-2025 school year.</p>
<p>January 10th</p>	<p>Board and staff evaluation survey of the superintendent due to the board secretary.</p> <p><i>Board secretary will compile the results (i.e., all board ratings and comments); which will then be provided to the board when they are discussing their own individual evaluations of the superintendent and developing the summative evaluation report.</i></p>
<p>Executive Session <i>unless otherwise requested by the superintendent to be done in open session ORS 192.660(2)(i).</i></p> <p>February 13th</p>	<ol style="list-style-type: none"> 1. Superintendent presents their self-eval and/or artifacts of evidence of performance to the board. 2. Superintendent exits 3. Board discusses their own individual evaluations <i>(i.e., the compiled results of their own direct experience/observation of the superintendent's performance of standards and superintendent goals, if applicable). During this time, the board will also take into consideration the superintendent's self-evaluation/artifacts of evidence to develop the board's written summative evaluation report. (Speak with one voice)</i> <p><i>Optional: OSBA can help facilitate the summative evaluation discussion with the board to help compile board member ratings into one unified rating. (Speak with one voice)</i></p>
<p>March 6th</p>	<p>Board chair presents a draft of the summative evaluation report to the superintendent.</p> <p><i>Typically, at least 3-5 business days for superintendent to review.</i></p>
<p>Executive Session <i>unless otherwise requested by the superintendent to be done in open session ORS 192.660(2)(i).</i></p> <p>March 13th</p>	<p>Executive session for the superintendent to ask any clarifying questions of the report, superintendent exits, board discusses, makes any changes, if necessary, comes out of executive session and votes in open session to approve the summative evaluation.</p> <p><i>A copy of the final written summative evaluation form is placed in the superintendent's personal folder.</i></p>

2024-2025 Superintendent Evaluation- Clint Raever

INSTRUCTIONS

1. Following are the eight performance standards and the descriptors of each. Please rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.

Note: If you are an administrator or on a leadership team, you will also be asked to assess the superintendent's performance in achieving his goals.

2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.

3. Please complete this survey no later than January 13th, 2025.

4. The board will meet in executive session on February 13, 2025 to discuss the results and prepare a final summary evaluation form representing the consensus of the board.

5. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms on March 13, 2025. It is important that the board speak with one voice in evaluating the superintendent.

* Indicates required question

1. I am a *

Mark only one oval.

- Administrator *Skip to question 2*
- Board Member *Skip to question 10*
- District Office Staff *Skip to question 10*
- Leadership Team Member *Skip to question 2*

Please rate the superintendent's performance in meeting the goals listed below:

- 2. Goal #1: Enhance communication within the district and community by establishing robust communication channels within the school district and fostering stronger ties with the local community, promoting transparency, engagement, and collaboration. *

Mark only one oval.

- 4 = Accomplished Performance
- 3 = Effective Performance
- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

- 3. Goal #1 Rating Comment - Why did you give this rating? *

- 4. Goal #2: Reinforce the mission, vision, and strategic plan across the district by ensuring that every member of the school district community understands, embraces, and actively contributes to the fulfillment of the district's mission, vision, and strategic goals, fostering a shared sense of purpose and direction. *

Mark only one oval.

- 4 = Accomplished Performance
- 3 = Effective Performance
- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

5. Goal #2 Rating Comment - Why did you give this rating? *

6. Goal #3: Implement the administrator professional development plan by ensuring that administrators within the school district receive comprehensive and effective professional development opportunities that enhance their leadership skills, promote continuous growth, and support the achievement of organizational goals.

Mark only one oval.

- 4 = Accomplished Performance
- 3 = Effective Performance
- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

7. Goal #3 Rating Comment - Why did you give this rating? *

- 8. Goal #4: Ensure high-quality instruction through instructional rounds by implementing instructional rounds as a systematic approach to improving teaching and learning across the school district, fostering a culture of collaboration, reflection, and continuous improvement among educators.

Mark only one oval.

- 4 = Accomplished Performance
- 3 = Effective Performance
- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

- 9. Goal #4 Rating Comment - Why did you give this rating? *

Performance Standards Evaluation

10. Standard #1: Visionary District Leadership *
- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
 - Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision.
 - Implements the district’s continuous improvement plan and communicates its progress.

Mark only one oval.

- 4 = Accomplished Performance
- 3 = Effective Performance
- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

11. Standard 1- Rating Comment - Why did you give this rating? *

12. Standard #2: Ethics & Professional Norms *

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

Mark only one oval.

- 4 = Accomplished Performance
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- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

13. Standard 2- Rating Comment - Why did you give this rating? *

14. Standard #3: Inclusive District Culture *

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

Mark only one oval.

- 4 = Accomplished Performance
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- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

15. Standard 3 - Rating Comment - Why did you give this rating? *

16. Standard #4: Culturally Responsive Instructional Leadership & Improvement *
- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
 - Implements coordinated systems of support, including coaching and professional development for staff.
 - Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
 - Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

Mark only one oval.

- 4 = Accomplished Performance
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- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

17. Standard 4 - Rating Comment - Why did you give this rating? *

18. Standard #5: Communication & Community Relations *

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

Mark only one oval.

- 4 = Accomplished Performance
- 3 = Effective Performance
- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

19. Standard 5- Rating Comment - Why did you give this rating? *

20. Standard #6: Effective Organizational Management *

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

Mark only one oval.

- 4 = Accomplished Performance
- 3 = Effective Performance
- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

21. Standard 6- Rating Comment - Why did you give this rating? *

22. Standard #7: Effective Financial Management

*

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

Mark only one oval.

- 4 = Accomplished Performance
- 3 = Effective Performance
- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

23. Standard 7 - Rating Comment - Why did you give this rating? *

24. Standard #8: Policy, Governance and Advocacy *

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

Mark only one oval.

- 4 = Accomplished Performance
- 3 = Effective Performance
- 2 = Developing
- 1 = Ineffective
- Unable to Evaluate

25. Standard 8 - Rating Comment - Why did you give this rating? *

This content is neither created nor endorsed by Google.



Yamhill-Carlton School District 1

Code: AC
Adopted: 10/09/06
Revised/Readopted: 2/13/12; 12/14/15; 12/14/17;
1/09/20; 12/02/21, 11/14/24

Nondiscrimination

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

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

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

The Board designates the superintendent as the district's civil rights coordinator.

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

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

END OF POLICY

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

Legal Reference(s):

ORS 174.100	ORS 659A.006	ORS 659A.409
ORS 192.630	ORS 659A.009	OAR 581-002-0001 – 002-0005
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0045
ORS 332.505	ORS 659A.030	OAR 581-021-0046
ORS 408.230	ORS 659A.040	OAR 581-021-0047
ORS 659.805	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 659.815	ORS 659A.230 - 659A.233	OAR 581-022-2370
ORS 659.850 - 659.860	ORS 659A.236	OAR 839-003
ORS 659.865	ORS 659A.309	
ORS 659A.001	ORS 659A.321	
ORS 659A.003		

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Cross Reference(s):

ACB - All Students Belong
JBB - Educational Equity
GBA - Equal Employment Opportunity
GBEA - Workplace Harassment
JB - Equal Educational Opportunity
KL - Public Complaints

Yamhill-Carlton School District 1

Code: GBNAB/JHFE
Adopted: 1/13/22, 11/14/24
Orig. Code: JHFE

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall immediately make a report to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system or to a law enforcement agency within the county where the person making the report is located at the time of the contact. Any district employee who has reasonable cause to believe that **any person**² with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

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

Abuse of a child by district employees, contractors³, agents⁴, volunteers⁵, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS through its centralized child abuse reporting system or a law enforcement agency, and to a designated licensed administrator.

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

² "Person" could include adult, student or other child.

³ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

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

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

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

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall also report to the Board chair.

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

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

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

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

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

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

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

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

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.789(2)(c) are applicable.

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

[OAR 581-022-2205](#)

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

Cross Reference(s):

BBF - Board Member Ethics

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

GCAB - Personal Electronic Devices and Social Media - Staff

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements

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

Yamhill-Carlton School District 1

Code: JHFE/GBNAB
Adopted: 10/09/06
Revised/Readopted: 4/14/08; 12/10/12; 4/09/20; 1/13/22; 11/14/24
Orig. Code: JHFE

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall immediately make a report to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system or to a law enforcement agency within the county where the person making the report is located at the time of the contact. Any district employee who has reasonable cause to believe that **any person**² with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

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

Abuse of a child by district employees, contractors³, agents⁴, volunteers⁵, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS through its centralized child abuse reporting system or a law enforcement agency, and to a designated licensed administrator.

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

² "Person" could include adult, student or other child.

³ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

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

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

If the superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall also report to the Board chair.

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

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

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

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

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

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

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

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

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.789(2)(c) are applicable.

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

[OAR 581-022-2205](#)

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

Cross Reference(s):

BBF - Board Member Ethics

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

GCAB - Personal Electronic Devices and Social Media - Staff

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements

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

Yamhill-Carlton School District 1

Code: GCDA/GDDA

Adopted: 10/09/06

Revised/Readopted: 2/13/12; 8/08/16; 12/14/17; 1/09/20; 11/14/24

Criminal Records Checks and Fingerprinting

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require certain individuals to submit to a criminal records check and fingerprinting as required by law. This includes employees, contractors, volunteers and others.

Requirements for Employees

All newly hired employees¹ not identified under Oregon Revised Statutes (ORS) 342.223² are required to submit to a criminal records check and fingerprinting as required by law. A newly hired employee is not subject to fingerprinting if the district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district³ or private school, and has not resided outside the state between the two periods of employment.

An individual shall be subject to the collection of fingerprint information, only after the offer of employment from the district. Fees associated with criminal records checks and fingerprinting for individuals applying for employment with the district and not requiring licensure shall be paid by the individual.

The district may⁴begin the employment of an individual on a probationary basis pending the return and disposition of the required criminal records checks.

When the criminal records check indicates an individual has been convicted of any crimes⁵ prohibiting employment, the individual will not be employed, or if employed will be terminated. When the criminal records check indicates an individual has knowingly made a false statement as to the conviction of any crime, the individual will not be employed by the district, or if employed by the district may be terminated. An individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law maybe employed by the district. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

¹ Any individual hired within the last three months. This does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² ORS 342.223 includes teachers, administrators, personnel specialist, school nurses, persons participating in supervised clinical practice experience, practicum or internship as a teacher, administrator or personnel specialist. See statute for details.

³ As is defined in OAR 581-021-0510(9); includes school districts, the Oregon School for the Deaf, and educational program under the Youth Corrections Education Program, public charter schools and ESDs.

⁴ Decisions regarding which employees may begin before the return of the required criminal records checks must be made in a nondiscriminatory manner.

⁵ See OAR 581-021-0511(8).

Requirements for individuals in positions requiring licensure, certification or registration with Teacher Standards and Practices Commission (TSPC) are outlined in ORS 342.223.

Requirements for Contractors

All individuals employed as or by a contractor and considered by the district to have direct, unsupervised contact with students⁶ or unsupervised access to children are required to submit to a criminal records check and a fingerprint-based criminal records check.

The superintendent or designee will identify contractors who are subject to such requirements.

A contractor or an employee of a contractor required to submit to a criminal records check and fingerprinting in accordance with law and Board policy will be terminated from contract status, or withdrawal of offer of contract will be made by the district upon:

1. Refusal to consent to a criminal records check and fingerprinting; or
2. Notification⁷ from the Superintendent of Public Instruction that the individual has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

A subject individual may be terminated from contract status upon notification from the Superintendent of Public Instruction that the individual has knowingly made a false statement as to the conviction of any crime.

Requirements for Volunteers

The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Head coach;
2. Assistant coach;
3. Overnight chaperone;
4. Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity;
5. List of other positions subject to this fingerprinting, if any.

The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check will not begin before the return and disposition of a state and national criminal records check based on fingerprints.

Volunteers allowed by the district into a position designated by the district to have direct, unsupervised contact with students shall submit to an in-state criminal records check.

A volunteer that is not likely to have direct, unsupervised contact with students, as determined by the district, will be required to submit to an in-state criminal records check.

⁶ “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. (OAR 581-021-0510)

⁷ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

A volunteer who knowingly made a false statement on a district volunteer application form or has a conviction of a crime listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district.

Fees associated with a required fingerprinting for volunteers shall be paid by the individual Fees associated with required non-fingerprinting criminal records checks for volunteers shall be paid by the district.

A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and Board policy will be denied such ability to volunteer in the district.

Requirements for Others

Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school sites during the regular school day is required to submit to a criminal records check and a fingerprint-based criminal records check.

Any individual who is an employee of a public charter school and not identified under ORS 342.223 is required to submit to a criminal records check and a fingerprint-based criminal records check.

Notification

The district will provide written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, or contracts.

The district will provide the following notification to individuals subject to criminal records checks and fingerprinting:

1. Such criminal records checks and fingerprinting are required by law or Board policy;
2. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
3. A refusal to consent to a required criminal records check and fingerprinting shall result in immediate termination from employment, or contract status, or the ability to volunteer in the district;
4. A determination by the Oregon Department of Education (ODE) which affects an individual's eligibility to be employed, or contracted with, by the district may be appealed to the Superintendent of Public Instruction under ORS 183.413 – 183.470;
5. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, or ODE forms (written or electronic) may result in immediate termination from employment or contract status;
6. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
7. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district. The district may remove the volunteer from the position allowing direct, unsupervised contact with students.

Processing and Reporting Procedures

Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized finger printer as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

Fingerprints may be collected by one of the following:

1. Employing district staff;
2. Contracted agent of employing district;
3. Local or state law enforcement agency; or
4. Statewide vendor identified by the Oregon Department of Administrative Services.

To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized finger printer.

The authorized finger printer will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime or has a conviction of a crime prohibiting employment, or contract or volunteering.

A copy of the fingerprinting results will be kept by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

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 – 061-0030](#)
[OAR 581-021-0510 – 021-0512](#)

[OAR 581-022-2430](#)
[OAR 584-050-0012](#)
[OAR 584-050-0100](#)

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

Yamhill-Carlton School District 1

Code: IGBAG
Adopted: 10/09/2006
Revised: 11/14/2024

Special Education - Procedural Safeguards**

Procedural Safeguards – General

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

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

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

Procedural Safeguards Notice

The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and when the parent requests a copy. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.

The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - a. States the purpose, time and place of the meeting and who is invited to attend;
 - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
 - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
 - (1) Indicates that the student will be invited; and
 - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.
5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

Access to Records

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

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.165](#)

[ORS 343.173](#)

[ORS 343.177](#)

[ORS 343.181](#)

[OAR 581-001-0005](#)

[OAR 581-015-2000](#)

[OAR 581-015-2030](#)

[OAR 581-015-2090](#)

[OAR 581-015-2095](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2305](#)

[OAR 581-015-2310](#)

[OAR 581-015-2325](#)

[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

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

Safety Threats

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

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

The communication must include:

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

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

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

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

END OF POLICY

Legal Reference(s):

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

[ORS 332.107](#)

[ORS 339.324](#)

Emergency Plan and First Aid**

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and use of force on school property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

In the case of long term disruption to district operations as a result of a pandemic flu, declared public health emergency or other catastrophe, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students, parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;
11. Facility utilization by other agencies procedures;

12. Business operations plan for offsite operation or alternative measures.

END OF POLICY

Legal Reference(s):

[ORS 30.800](#)

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

[ORS 332.107](#)

[ORS 433.260](#)

[ORS 433.441](#)

[OAR 437-002-0042](#)

[OAR 437-002-0120 - 0139](#)

[OAR 437-002-0161](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2030\(3\)\(c\)](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

[OAR 581-053-0003\(40\)](#)

[OAR 581-053-0220\(3\)\(e\)\(B\)\(iii\)](#)

[OAR 581-053-0320\(5\)\(b\)](#)

[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

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

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

Cross Reference(s):

EEAC - School Bus Safety Program

GBE - Staff Health and Safety

JHCC - Communicable Diseases

Emergency Procedures and Disaster Plans

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and use of force on school property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

In the case of long term disruption to district operations as a result of a pandemic flu, declared public health emergency or other catastrophe, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students, parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;
11. Facility utilization by other agencies procedures;

12. Business operations plan for offsite operation or alternative measures.

END OF POLICY

Legal Reference(s):

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

[ORS 332.107](#)

[ORS 433.260](#)

[ORS 433.441](#)

[OAR 437-002-0161](#)

[OAR 581-022-0705](#)

[OAR 581-022-1420](#)

Cross Reference(s):

EEAC - School Bus Safety Program

GBE - Staff Health and Safety

JHCC - Communicable Diseases

Yamhill-Carlton School District 1

Code: **GBEBA**
Adopted: 10/09/06
Revised/Readopted: 1/09/20

Staff - HIV, AIDS, and HBV

The district will strictly adhere in its policies and procedures, to Oregon law and Oregon Administrative Rules as they relate to staff infected with HIV, AIDS, or HBV¹.

The district recognizes a staff member has no obligation under any circumstance to report a condition to the district, and the staff member has a right to continue working. If the staff member reports a condition to the district, strict adherence to written guidelines outlined by the staff member shall be followed. These guidelines shall identify who may have the information, who will give the information, how the information will be given, and where and when the information will be given. All such information will be held in confidence in accordance with Oregon law.

Accommodations for a staff member infected with HIV, AIDS, or HBV shall be the same as with any other illness.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 342.850\(8\)](#)
[ORS 433.008](#)
[ORS 433.045](#)

[ORS 433.260](#)
[OAR 333-017-0000](#)
[OAR 333-018-0000](#)

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

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

Yamhill-Carlton School District 1

Code: **GCDA/GDDA-AR**
Adopted: 10/09/06
Revised/Readopted: 2/08/23
Revised/Reviewed: 4/14/08; 2/13/12; 8/08/16;
12/14/17

Criminal Records Checks and Fingerprinting

Requirements

1. Any individual newly hired employee¹, whether full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223 as a teacher, administrator, personnel specialist or school nurse, shall submit to a criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to submit to a criminal records check and fingerprinting with TSPC.
4. Any individual hired as or by a contractor², whether part-time or full-time, into a position having direct, unsupervised contact with students as determined by the district shall be required to submit to a criminal records check and fingerprinting.

The superintendent will identify contractors who are subject to such requirements.

5. Any community college faculty member providing instruction at the site of an early childhood education program, a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day, shall be required to undergo a criminal records check and fingerprinting.
6. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a criminal records check and fingerprinting.
7. A volunteer allowed to have direct, unsupervised contact with students, into a volunteer position identified in Board policy³ by the district as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints.
8. A volunteer that is not likely to have direct, unsupervised contact with students will be required to undergo an in-state criminal records check.

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

³ See policy GCDA/GDDA – Criminal Records Checks and Fingerprinting.

Exceptions

A newly hired employee⁴ is not subject to fingerprinting if:

1. The district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment; or
2. ⁵The Oregon Department of Education (ODE) determines the person:
 - a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
 - b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
 - c. Remained continuously licensed or registered with the TSPC.

Notification

1. The district will provide the following notification to individuals subject to criminal records checks and/or fingerprinting:
 - a. Such criminal records checks and/or fingerprinting are required by law or Board policy;
 - b. Any action resulting from such checks completed by the ODE that impact employment, contract or volunteering may be appealed as a contested case to ODE;
 - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
 - d. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment or contract status or the ability to volunteer in the district;
 - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts or ODE forms (written or electronic) may result in immediate termination from employment or contract status;
 - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
 - g. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, will result in immediate termination from the ability to volunteer in the district. The district will remove the volunteer from the position allowing direct, unsupervised contact with students.
2. The district will provide the written notice described above through means such as staff handbooks, employment applications, contracts or volunteer forms.

Processing and Reporting Procedures

1. Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized finger printer as directed by the district. The district shall send

⁴ Any individual hired within the last three months.

⁵ This revision to TSPC rules sunsets July 1, 2024.

such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

2. Fingerprints may be collected by one of the following:
 - a. Employing district staff;
 - b. Contracted agent of employing district; or
 - c. Local or state law enforcement agency.
3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized finger printer.
4. The authorized finger printer will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime, has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment or contract or volunteering.
5. A copy of the fingerprinting results will be kept by the district.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including persons hired as or by contractors⁶, shall be paid by the individual.
2. Fees associated with required criminal records checks for volunteers shall be paid by the district.
3. Fees associated with a required fingerprinting for volunteers shall be paid by the district.

Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. A subject individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the district upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification⁷ from the Superintendent of Public Instruction that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.
2. A subject individual will be terminated from employment or contract status upon notification from the Superintendent of Public Instruction that the employee has knowingly made a false statement as to the conviction of any crime.

⁶ A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

⁷ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and/or Board policy will be denied such ability to volunteer in the district.
5. If the district has been notified by the Superintendent of Public Instruction that a volunteer knowingly made a false statement or has a conviction for any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, the individual will be denied the ability to volunteer.
6. A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.4123 – 183.470.

Communicable Diseases – Students

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

When an administrator has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, the 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 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 student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 431.150 to -431.157](#)
[ORS 433.001 to -433.526](#)
[OR 333-018](#)

[OAR 333-019-0010](#)
[OAR 333-019-0014](#)
[OAR 437-002-0360](#)

[OAR 437-002-0377](#)
[OAR 581-022-2220](#)

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

Cross Reference(s):

EBC/EBCA - C.F.R. Part 99 (2017).Emergency Procedures and Disaster Plans
GBEB - Communicable Diseases – Staff
JHCCA - Students – HIV, HBV and AIDS

Communicable Diseases – Student

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

1. “Restrictable diseases” are defined by rule and include but are not limited to chickenpox, diphtheria, hepatitis A, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and tuberculosis disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy¹ or by the local health administrator, after determining that it presents a significant public health risk in the school setting.
2. “Susceptible” means being at risk of contracting a restrictable disease by virtue of being in one or more categories described in law.
3. “Reportable diseases” means a human reportable disease, infection, microorganism or condition as specified in OAR Chapter 333, Division 18.

Restrictable Diseases

1. An administrator that has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, shall exclude that student from school and send him/her home. If the disease is reportable, the administrator will report the occurrence to the local health department.
2. The student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505-677.525, a nurse practitioner licensed under ORS 678.375-678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.

¹“OAR 333-019-0010(7) Nothing in these rules prohibits a school or children’s facility from adopting more stringent exclusion standards under ORS 433.284.”

3. An administrator will exclude a susceptible student that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The administrator may request the local health officer to make a determination as allowed by law.
4. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local health officer states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may also be removed by a school nurse or health care provider.
5. More stringent exclusion standards for students from school may be adopted by the local health department or by the district through Board adopted policy.
6. A disease is considered to be a restrictable disease if it is listed in OAR 333-019-0010, or it has been designated to be a restrictable disease through Board policy or by the local health administrator, after determining that it presents a significant public health risk in the school setting.
7. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

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

Education

1. The administrator or designee shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.

2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.
3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student.

Equipment and Training

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

Students – HIV, HBV and AIDS**

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 332.061](#)
[ORS 336.187](#)
[ORS 339.030](#)

[ORS 339.250](#)
[ORS 433.008](#)
[ORS 433.045](#)

[OAR 333-012-0265](#)

[OAR 333-012-0270](#)
[OAR 333-018-0000](#)
[OAR 333-018-0005](#)
[OAR 581-022-0705](#)
[OAR 581-022-1660](#)

OR HEALTH DIVISION, GUIDELINES FOR SCHOOLS WITH CHILDREN WHO HAVE HEPATITIS B VIRUS OR HIV INFECTION (2001).

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

Pediculosis (Head Lice)

(Excludes a student infested with either live lice or nits; does not allow attendance of a student with live lice or nits.)

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

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

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

END OF POLICY

Legal Reference(s):

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

[OAR 333-019-0010](#)
[OAR 437-002-0360](#)
[OAR 581-022-2220](#)

Pediculosis (Head Lice)

(Excludes a student infested with either live lice or nits; does not allow attendance of a student with live lice or nits.)

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

1. Suggested school measures for head lice control, as provided in *Communicable Disease*¹ issued through the Oregon Department of Education;
2. Periodic head lice checks of students are not recommended; however, screening recommendations are as follows:
 - a. Criteria for screening an individual for lice are:
 - (1) Persistent itching or scratching;
 - (2) Known exposure to sibling or other close contact with head lice (e.g., seat mate in classroom, locker partners, overnight sleep activities, scouts, etc.); or
 - (3) Self (student or parent) referral.
 - b. Three nonrelated cases of head lice in a classroom within 10 consecutive school days requires that all students in the classroom be screened by the following school day;
 - c. If there is infestation among three percent of the entire student population within 10 consecutive school days, there should be a screening of all students in the school within one week. Multiple cases from a single household count as one case for purposes of calculating the percent of students infested.
3. Students found to have contracted head lice will be excluded from school (Oregon Administrative Rule (OAR) 333-019-0010);
4. Treatment information, district policy requirements and readmittance provisions will be provided to the parent. A parent will be advised to:
 - a. Use a lice-killing agent that a health care provider, school nurse or local health authority has recommended on all family members who have symptoms of infestation;
 - b. Follow the personal and household cleaning instructions provided by the district, health care provider or local health authority, as appropriate; and
 - c. Remove all nits after treatment.

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

5. Following treatment, the student may be readmitted to school. A parent must either accompany his/her student to school for readmittance or provide a signed statement that treatment has been initiated;
6. The student will be subject to screening by designated personnel to determine the treatment's effectiveness. The student will be readmitted to school or denied admittance, as appropriate. The absence of live lice or nits is required for readmittance. In the event the student is not readmitted to school, parents will be notified;
7. A student who has been readmitted to school will be subject to follow-up screening by designated personnel;
8. The parent should contact his/her local health department in the event additional assistance and/or information is needed regarding the treatment of the student, other family members, close contacts and the home environment (e.g., bedding, linens, grooming equipment, etc.);
9. A student with chronic head lice may be referred for follow-up to the school's nurse or local health department, as appropriate;
10. A parent who identifies head lice on his/her student(s) at home should complete treatment prior to the readmission of the student, as required above. A parent is also encouraged to notify the school of his/her student's condition so that appropriate preventative measures may be implemented at school.

Use of Restraint and Seclusion

Procedure

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
 - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
~~Written documentation of the incident within 24 hours that provides:~~
~~General Guidelines~~
 1. ~~Parents will be provided verbal or electronic notification by the school staff following the use of physical restraint or seclusion by the end of the day on which the incident occurred.~~
 2. ~~Parents will be provided written documentation of the incident within 24 hours that provides:~~
 - b. ~~(1) A description of the physical restraint and/or seclusion;~~
 - ~~(a) The date of the physical restraint or seclusion;~~
 - ~~(b) The time the restraint or seclusion began and ended; and~~
 - ~~(c) The time the physical restraint or seclusion began and ended, and the location of the incident.;~~
 - ~~(2) A description of the student's activity that prompted the use of physical restraint or seclusion.;~~
 - ~~(3) The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted.;~~
 - ~~(4) The names of personnel of the public education program who administered the physical restraint or seclusion.;~~
 - ~~(5) A description of the training status of the personnel-staff who administered the physical restraint or seclusion, including any information that may need to be provided to the parent or guardian.;~~ ~~and~~
 - ~~(6) Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.~~

d. Immediate¹, written notification of the existence of any records² related to an incident of restraint or seclusion (including photos or audio or video recording).

3. If the physical restraint or seclusion was administered by a person without training, the administrator district will ensure written notice is issued to the parent or guardian of the student which includes notice of the lack of training and the reason restraint or seclusion was administered by a person without training. The administrator will ensure written notice of the same to the superintendent.

~~3. provide that information along with the reason why a person without training administered the physical restraint or seclusion.~~

4. An administrator will be notified as soon as practicable whenever physical restraint and/or seclusion has been used.

~~1. If physical restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If physical restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes an administrator for the district public education program must provide written authorization for the continuation of the physical restraint or seclusion, including providing documentation for the reason the physical restraint or seclusion must be continued. Whenever physical restraint or seclusion extends beyond 30 minutes, staff personnel of the district will immediately attempt to verbally or electronically notify a parent or guardian.~~

5.

~~5. A district Physical Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment.~~

~~6. A documented debriefing meeting must be held within two school days after the use of physical restraint or seclusion; staff members involved in the intervention must be included in the meeting.~~

6. The completed Physical Restraint and/or Seclusion Incident Report Form shall include the following:

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

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

~~The debriefing team shall include an administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.~~

~~The completed Physical Restraint and/or Seclusion Incident Report Form shall include the following:~~

- a. Name of the student;
 - a. _____
1. Name of staff member(s) administering the physical restraint or seclusion;
 - b. _____
2. Date of the ~~physical~~ restraint or seclusion and the time the ~~physical~~ restraint or seclusion began and ended;
 - c. _____
3. Location of the ~~physical~~ restraint or seclusion;
 - d. _____
4. A description of the ~~physical~~ restraint or seclusion;
 - e. _____
5. A description of the student's activity immediately preceding the behavior that prompted the use of ~~physical~~ restraint or seclusion;
 - f. _____
6. A description of the behavior that prompted the use of ~~physical~~ restraint or seclusion;
 - g. _____
7. Efforts to de-escalate the situation and alternatives to ~~physical~~ restraint or seclusion that were attempted;
 - h. _____
- 8.i. Information documenting parent contact and notification; ~~and~~

~~7. A summary of the debriefing meeting held. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion. The parent or guardian of the student must be invited to attend the meeting³, and the meeting will include staff members involved in the intervention and any other appropriate personnel. The debriefing team shall include an administrator. At the debriefing meeting, the district shall review, in its entirety, any audio or video recording preserved as a record of the incident involving restraint or seclusion in accordance with law. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.~~

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

8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion:
 - a. Oral notification of the incident must be provided immediately to a parent or guardian of the student and to the Oregon Department of Human Services (DHS); and
 - b. Written notification of the incident must be provided to DHS within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided within 24 hours of the incident to the

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

superintendent, to the Superintendent of Public Instruction and, if applicable, to the union representative for the affected person.

10. The district shall maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

11. The district, upon request from DHS regarding an investigation of an incident of restraint or seclusion as suspected child abuse, shall disclose any records preserved to DHS or its designee which are deemed relevant to the subject investigation, in its original format and without any alteration.

9. _____

~~Physical r~~Restraint and/or seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or Section 504 plan.

1. Parent participation in the plan is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained ~~personnel~~staff, including a behavioral specialist and a district representative who is familiar with the ~~physical~~ restraint training practices adopted by the district.
3. Prior to the implementation of any behavioral support plan that includes ~~physical~~ restraint and/or seclusion a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.
4. When a behavior support plan includes ~~physical~~ restraint or seclusion the parents may be provided a copy of the district Use of Restraint and Seclusion policy at the time the plan is developed.
5. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan and ensuring the provision of any necessary behavioral supports.

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

Use of ~~physical~~ restraint and/or seclusion under these circumstances with a student who does not have ~~physical~~ restraint and/or seclusion as a part of their IEP or Section 504 plan, is subject to all of the requirements established by the board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or 504 plan.

Yamhill-Carlton School District 1

Code: JHFEGBNAB/JHFE-AR (1)
Adopted: 10/09/06
Revised/Readopted: 4/09/20
Revised/Reviewed: 12/10/12, 11/14/24

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall ~~orally make a report or cause an oral report~~ immediately ~~by telephone or otherwise~~ to ~~the local office of~~ the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system² or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that ~~any adult or student~~ any person³ with whom the employee is in contact has abused a child shall immediately report ~~or cause a report to be made~~ in the same manner, ~~to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010.~~

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

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

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

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

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

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave⁴² and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate

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

² How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)~~The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.~~

³ “Person” could include adult, student or other child.

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

employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not be violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor⁵³, agent or volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. ~~The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated⁷⁴ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.~~

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

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

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

Definitions

1. Oregon law ~~recognizes these types of~~ defines “abuse” in ORS 419B.005(1):
 - a. ~~Physical;~~
 - b. ~~Neglect;~~
 - c. ~~Mental injury;~~
 - d. ~~Threat of harm;~~
 - e. ~~Sexual abuse and sexual exploitation.~~
2. “Child” means an unmarried person who is under 18 years of age or is a child in care, as defined in ORS 418.257.
3. ~~A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.~~

⁵³ The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.

⁶⁴ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS ~~or its designee~~ or law enforcement

pursuant to law.

⁷ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS ~~or its designee~~ or law enforcement pursuant to law.

Yamhill-Carlton School District 1

Code: JHFE/GBNAB-AR (1)
Adopted: 10/09/06
Revised/Readopted: 4/09/20
Revised/Reviewed: 12/10/12, 11/14/24

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall ~~orally make a report or cause an oral report~~ immediately ~~by telephone or otherwise~~ to ~~the local office of~~ the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system² or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any adult or student**any person³ with whom the employee is in contact has abused a child shall immediately report ~~or cause a report to be made~~ in the same manner, ~~to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010.~~

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

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

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

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

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

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave⁴² and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate

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

² How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)~~The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.~~

³ “Person” could include adult, student or other child.

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

employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not be violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor⁵³, agent or volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. ~~The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated⁷⁴ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.~~

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

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

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

Definitions

1. Oregon law ~~recognizes these types of~~ defines “abuse” in ORS 419B.005(1):
 - a. ~~Physical;~~
 - b. ~~Neglect;~~
 - c. ~~Mental injury;~~
 - d. ~~Threat of harm;~~
 - e. ~~Sexual abuse and sexual exploitation.~~
2. “Child” means an unmarried person who is under 18 years of age or is a child in care, as defined in ORS 418.257.
3. ~~A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.~~

⁵³ The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.

⁶⁴ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS ~~or its designee~~ or law enforcement

pursuant to law.

⁷ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS ~~or its designee~~ or law enforcement pursuant to law.

Confidentiality of Records

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

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

Failure to Comply

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

Cooperation with Investigator

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

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

Law enforcement officers wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The ~~law enforcement official~~ shall sign the student out ~~on a form to be provided by the school~~ in accordance with district procedures;

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

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the ~~ir~~ investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is

completed. The district will cooperate with agencies assigned to conduct such investigations.

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

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Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the ~~ir~~ investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is

completed. The district will cooperate with agencies assigned to conduct such investigations.

Abuse of a Child Investigations Conducted on District Premises

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

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

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

I, _____ (name of investigator or worker), am directing _____ (district staff member) not to notify any person, including the parent or guardian of _____ (name of student), other than the Department of Human Services (DHS) or law enforcement agency, of this investigation and directing _____ (name of district staff member) not to disclose any information obtained during the investigation pursuant to ORS 419B.045. The DHS or law enforcement agency are responsible for notifying the parents or guardians regarding the investigation pursuant to Oregon Administrative Rule (OAR) 413-015-0420. Pursuant to ORS 419B.045, DHS will assume liability and indemnify the district and its staff for complying with this order.

~~Worker/Investigator~~ ~~Badge or ID Number~~ Name (Printed)

Name of Agency

Name of Worker's/Investigator's Supervisor

Supervisor Contact Information

~~Investigator Position and Badge or ID Number~~

Student Name

School

Investigator Signature

Date

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

FOR COMPLETION BY DISTRICT STAFF

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

Name of Administrator Notified

Name of Office Staff Involved

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

Abuse of a Child Investigations Conducted on District Premises

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

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

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

Investigator Name (Printed)

Name of Agency

Name of Worker's/Investigator's Supervisor

Supervisor Contact Information

Investigator Position and Badge or ID Number

Student Name

School

Investigator Signature

Date

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

FOR COMPLETION BY DISTRICT STAFF

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Name of Administrator Notified

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Yamhill-Carlton School District 1

Code: IGBAF-AR
Adopted: 10/09/06
Revised/Readopted: 12/08/22, 11/14/24

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s). This includes all district employees assigned to work with a student with specialized needs to assist with the education, behavioral, medical, health or disability related support needs of the student.
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.
- g. The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- g.h. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than

once per year.

- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

- c. Participation by other agencies:
 - (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

d. Participation by other employees:

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

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including

- parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate

achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:

- (a) Meet the student’s needs that are present because of the disability, or because of behavior that interferes with the student’s ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student’s progress toward completion of the annual goals and when periodic reports on the student’s progress toward the annual goals will be provided.

~~6.—Individualized COVID-19 Recovery Services[†]~~

~~Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:~~

- ~~a.—Special education and related services;~~
- ~~b.—Supplementary aides and services;~~

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

- ~~e. — Additional or intensified instruction;~~
- ~~d. — Social-emotional learning support; and~~
- ~~e. — Peer or adult support.~~

~~The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.~~

- ~~a. — IEP teams shall consider the impact COVID-19 on the eligible student’s ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.~~
- ~~b. — For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student’s initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.~~
- ~~c. — For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student’s IEP considering the need for Individualized COVID-19 Recovery Services.~~

~~Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.~~

- ~~a. — IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student’s circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.~~
- ~~b. — IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student’s circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.~~

~~When Individualized COVID-19 Recovery Services are recommended, the eligible student’s IEP must be updated to reflect the recommendation.~~

~~The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.~~

~~After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:~~

- ~~a. — A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;~~
- ~~b. — The projected dates for initiation and duration of Individualized COVID-19 Recovery Services~~
- ~~c. — The anticipated frequency, amount, location, and provider of the services described in item above and whether these services are being provided within the standard instructional day for the eligible student.~~

~~If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.~~

~~Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.~~

~~Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.~~

7.6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

8.7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;

- (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
 - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
 - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020.

Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding

strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

9.8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

10.9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

11.10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.

- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student’s home or in other settings if the student’s IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

12.11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student’s parents) provides a free appropriate public education to the student (including services comparable to those described in the student’s IEP from the previous district), until the district either:

- (1) Adopts the student’s IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student’s parents, will provide a free appropriate public education to the student, including services comparable to those described in the student’s IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

12. Abbreviated School Day

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

“Abbreviated school day program” means an education program:

- a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student’s resident school district; and

b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.¹

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

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

(3)

¹ See ORS 343.324.