

AMENDED AGENDA

Wednesday, February 12, 2025
Regular Board Meeting, CSD Board Room 6:00pm

1.0 Meeting Business

- 1.1 Flag Salute
- 1.2 Approval of Agenda and Regular Board Minutes from January 15, 2024
- 1.3 Future Meetings
 - 1.3.1 Regular Board Meeting, March 12, 2025, at 6:00 pm
 - 1.3.2 Goal Setting Work Session, March 12, 2025, at 5:00 pm
 - 1.3.3 Regular Board Meeting, April 9, 2025, @ 6:00 pm

2.0 School Spotlight

Winter Lakes High School – Tiffany Clapper

3.0 Presentation

Local Service Plan – ESD – Paul Peterson
Chief of Police - Ryan Doyle
Continuance Improvement Process (CIP) - Tanya Sinko

4.0 Program/School Written Reports

- 4.1 Winter Lakes High School
- 4.2 Winter Lakes Elementary School
- 4.3 Coquille Junior High School
- 4.4 Coquille High School
- 4.5 Coquille Valley Elementary School
- 4.6 Lincoln School of Early Learning
- 4.7 Curriculum Director
- 4.8 CTE/Special Programs Director
- 4.9 Athletic Director
- 4.10 Maintenance Supervisor
- 4.11 Technology Supervisor
- 4.12 Food Services Supervisor
- 4.13 School Resource Deputy

5.0 Fiscal Report

- 5.1 Appropriations by Fund & Function
- 5.2 Monthly Summary Report
- 5.3 Object Summary Report

6.0 Superintendent's Report

- 6.1 Population Report
- 6.2 Correspondence - Yes
- 6.3 Review of Board Goals
- 6.4 Softball Field Drainage

AMENDED AGENDA

7.0 Discussion/Action

- 7.1 Health Curriculum Adoption
- 7.2 Board Position #4 Open
- 7.3 Approve Budget Calendar
- 7.4 Approve Amendment to Roofing Project for Rayburn Roofing

8.0 Consent Agenda

- 8.1 Cash Donations
- 8.2 Non-Cash Donations
- 8.3 Retirement – Sharon Nelson, Principal - WLE
- 8.4 Retirement – Lisa Palmer, Teacher - CVE
- 8.5 First Reading
 - AC – Nondiscrimination
 - DID – Property Inventories
 - GCBDC/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave)
 - GCBDC/GDBDC - AR – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave
 - GCBDD/GDBDD – Sick Time
 - IKF- Graduation Requirements
 - IKFB – Graduation Exercises
 - JBA/GBN – Sexual Harassment
 - EBBB – Injury/or Illness Reports
 - GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements
 - JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

9.0 Staff/Public Comments

*At the discretion of the Board chairman, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card prior to the Board meeting in order to allow the chairman to provide adequate time for each agenda item. (Please keep all comments to **3 minutes**)*

10.0 Executive Session

- To consider information or records that are exempt from disclosure by law, including written advice from your attorney. ORS 192.660(2)(f).
- To consult with your attorney regarding your legal rights and duties in regard to current litigation or litigation that is more likely than not to be filed. ORS 192.660(2)(h).
- To review and evaluate the performance of an officer, employee or staff member if the person does not request an open meeting. This reason for executive session may *not* be used to do a general evaluation of an agency goal, objective or operation or any directive to personnel concerning those subjects. ORS 192.660(2)(i) and 192.660(8).

11.0 Adjournment

COQUILLE SCHOOL DISTRICT 8

Wednesday, January 15, 2025
Special Board Meeting Minutes
970 N. Central Blvd.
Coquille, OR 97423

Order

Melinda Millet called the meeting to order at 6:00 p.m. Board Members present were Steve Britton, Melinda Millet, Marsha Frost, Lucas Taylor, and Cliff Wheeler. Absent was Board Member Heather Echavarria and Julie Nighswonger. Others present were Superintendent Wayne Gallagher, Assistant Business Director Denese, and Board Secretary Julie Simpson.

Meeting Business

Motion made by Steve Britton to approve the Agenda and, and Marsha Frost seconded the motion; it passed unanimously. Motion made by Steve Britton to approve the Regular Board Meeting Minutes from November 13, 2024, Luke Taylor seconded the motion; it passed unanimously.

Future Meetings:

- Policy Meeting, January 22, 2025, at 1:00 pm
- Regular Board Meeting, February 12, 2025, at 6:00 pm
- Regular Board Meeting, March 12, 2025, at 6:00 pm

School Spotlight

Coquille Valley Elementary – Armando Ruiz, introduced our 6th Grade Band – Emma Frost Rostykus, Music and Choir Director. Miss Rostykus brought five band members from her 6th grade class. Looking forward to the Spring Concert to share with everyone what they have learned in band class. The importance of band to these students of belonging and connection with their peer band members. Along with a few other positive Skills such as:

- Leadership
- Teamwork
- Time Management
- Self Confidence

Presentation

Health Curriculum Adoption – Tanya Sinko

Health/PE Proposed Adoption for next school year and will be used until 2032. Team Members:

- Casey Clapper
- Gary Conners-Nelson
- Kari Lefler
- Sharon Nelson
- Jamie Perry
- Tanya Sinko

Process started with a team meeting in August and shared the 2023 revised Health Standards. Met again in September and shared adoption materials list from ODE. In November the team gathered input and selected materials.

Team Selections

Grades K-6th to continue use of “The Great Body Shop”

Grades 7^t & 8th to continue use of "Comprehensive Health for Middle School"
High School to continue use of "Comprehensive Health for High School"
February Meeting the Board will vote on recommendation.

School Spotlight – CVE

Sheri Woolcock from Coquille Library

Sheri is facilitating an after-school program three days a week at CVE built around STEAM (Science, Technology, Engineering, Art, & Math). Providing a healthy snack and helping with homework. The program is being built with the student's input. The program is very new, and the program is going great so far. The kids are encouraging for parents to come also get involved.

Presentation

CJSHS Changes for 2025-2026 School Year – Paige Yi, Principal

Move from Trimester to Semester

Change Bell Scheule to later start time

1st period starting at 8:40 am

7th period ending at 3:50 pm

Additional AP Courses

Math 111 & 112

Chemistry – Chem 110

Bio 101,102, 103

Eng 104, 105, 106

WR 121, 122

Personal finance

College & Career

Civics

Advisory period after 3rd period

Program/School Written Reports provided:

Winter Lakes High School

Winter Lakes Elementary School

Coquille Junior High School

Coquille High School

Coquille Valley Elementary School

Lincoln School of Early Learning

Curriculum Director

CTE/Special Programs Director

Athletic Director

Maintenance Supervisor

Technology Supervisor

Food Services Supervisor

Transportation Supervisor

School Resource Deputy

@ 6:52 pm Board to a 5-minute break for School Board Appreciation Month and to indulge in some cupcakes.

@ 6:58 pm returned to the meeting

Audit Presentation (Moved up)

2023-2024 Budget Audit – Peter Gelser, Koontz & Blasquez

The audit was for the period ending June 30, 2024. Last year we talked about some control concerns. These have all been resolved, Denese, Rachel and everyone involved have put place everything needed for strong controls. The area of concern this year was Capital Assets. We

need to figure out where to record them since they can be purchased by technology, maintenance, or any department. This year in particular there has been a lot of transactions that raise to the level that they need to be recorded as a capital asset. The District's policy now states that anything \$5000 or above is a capital assets. We recommend that you change the policy to a threshold of \$10,000.

Fiscal Report

Assistant Business Manager provided the board with three fiscal reports:

- Appropriations by Fund & Function
- Monthly Summary Report
- Object Summary Report

Projecting our one million dollars contingency ending fund balance. The Business Manager wanted to bring to the Boards' attention that the reports would be a month behind with the date of our board meetings being on the 2nd Wednesday of the month. No Questions were asked

Superintendent's Report

Superintendent reported that our population was at 1231. We have received one correspondence, and I will respond to that. Reviewed PERS rates from different school districts in the state.

Discussion/Action

Motion made by Steve Britton to approve Discussion/Action items 7.1 to 7.12 below. Cliff Wheeler seconded the motion; it passed unanimously.

- 7.1 Approval – Coos County Sheriff's Office Contract - SRD
- 7.2 Approval – Adjustment of Plus Program Stipend Percentage
- 7.3 Mini Splits at Lincoln (Rebate Funds)
- 7.4 Daycare hourly rate increased to \$4.00
- 7.5 Purchase of a Mini-Bus July 1, 2025
- 7.6 Surplus of Bus #38
- 7.7 Seismic Grant Match (\$359,766) *Could be spread over two years*
- 7.8 Umpqua Sheet Metal - Shop Waste Oil Furnace
- 7.9 Johnson Rock - Transportation Facility ADA Parking Spot
- 7.10 Leave of Absence Request from Julie Nichols
- 7.11 Leave of Absence Request from Samantha Herron
- 7.12 Amended Corrective Action Plan

Consent Agenda

Motion made by Cliff Wheeler to approve the Consent Agenda Items 8.1 to 8.7 below

- 8.1 Cash Donations
- 8.2 Non-Cash Donations
- 8.3 Hired – Trevor Paxton – ALS EA – CVE
- 8.4 Hired – Mista Johnson – Daycare EA – LSEL
- 8.5 Resignation – Garrett Stout – ALS EA -CVE
- 8.6 Resignation – Carl Hull – Maintenance Supervisor
- 8.7 Second Reading:
 - AC – Nondiscrimination

- BBF – board Member Standards of Conduct
- CB – Superintendent
- CBG – Evaluation of the Superintendent
- CCG – Evaluation of Administrators
- DJC – Bidding Requirements
- DJC AR – Exemptions from Competitive Bidding and Special Procurements
- EBBA – Student Health Services
- EBBB – Injury or Illness Reports
- EBC – Emergency Plan and First Aid
- EBCA – Safety Threats
- EBCB – Emergency Procedure Drills and Instruction
- GBEB – Communicable Diseases in Schools
- GBN_JBA – Sexual Harassment
- GBNAB_JHFE – Suspected Abuse of a Child Reporting Requirements
- GBNAB_JHFER AR(1) – Reporting of Suspected Abuse of a Child

Staff/Public Comments

None

Adjournment

Melinda Millet adjourned the meeting at 7:49 pm

Approved



Coquille

School District #8

WRITTEN REPORTS

Winter Lakes High School



CALENDAR

- FEBRUARY 3RD- 7TH: CONFERENCES
- FEBRUARY 6TH: SWOCC CULINARY INSTITUTE FIELD TRIP
- FEBRUARY 12TH - TRIO FIELD TRIP FRESHMAN EXPERIENCE
- FEBRUARY 12TH - FIRE DRILL
- FEBRUARY 12TH - ADMIN MEETING
- FEBRUARY 12TH - BOARD MEETING
- FEBRUARY 14TH - VALENTINES DAY
- FEBRUARY 14TH - PROFESSIONAL DEVELOPMENT DAY FOR STAFF
- FEBRUARY 17TH - PRESIDENT'S DAY (NO SCHOOL)
- FEBRUARY 19TH - SPRING EXPANDED OPTIONS ADVISING
- FEBRUARY 26TH - FINANCIAL LITERACY NIGHT



LEARNING FOCUS



CONTINUED COMMUNICATION/CONFERENCES WITH FAMILIES
FOCUSED ON COMPLETING THEIR H.S. DIPLOMA AND ON TRACK FOR
POST SECONDARY GOALS.



MARCH IS NATIONAL COLLEGE AND CAREER MONTH.
COME JOIN US THE FIRST WEEK TO HELP STUDENTS
WRITE RESUMES AND DO PRACTICE INTERVIEWS.



WLE School Board Report

February 6, 2025

Focus on teaching and learning:

Next month, we will be sharing some IXL data across the grades. All kids are learning, but we are most excited to see some big jumps in learning among many of our students of all ages who came to us with big gaps in their level of knowledge and skills.

Highlights of Middle School Electives: Mr. Anderson's elective students are learning to design and build their own circuit boards. They have learned how to use transistors, capacitors, resistors, LEDs, and switches. Next, they will learn how to build a motor control system with a 5-amp fuse. And finally, they will learn about buoyancy and conduct experiments with flotation devices/submersibles that they will build themselves. (Pictures are attached.)

Mrs. Gallagher's elective group has been working on getting their Food Handler's Cards. Next, they will begin learning Middle School Personal Finance in which the students will explore their money values, learn the basics of banking, saving, budgeting, and start thinking ahead to high school and their financial futures.

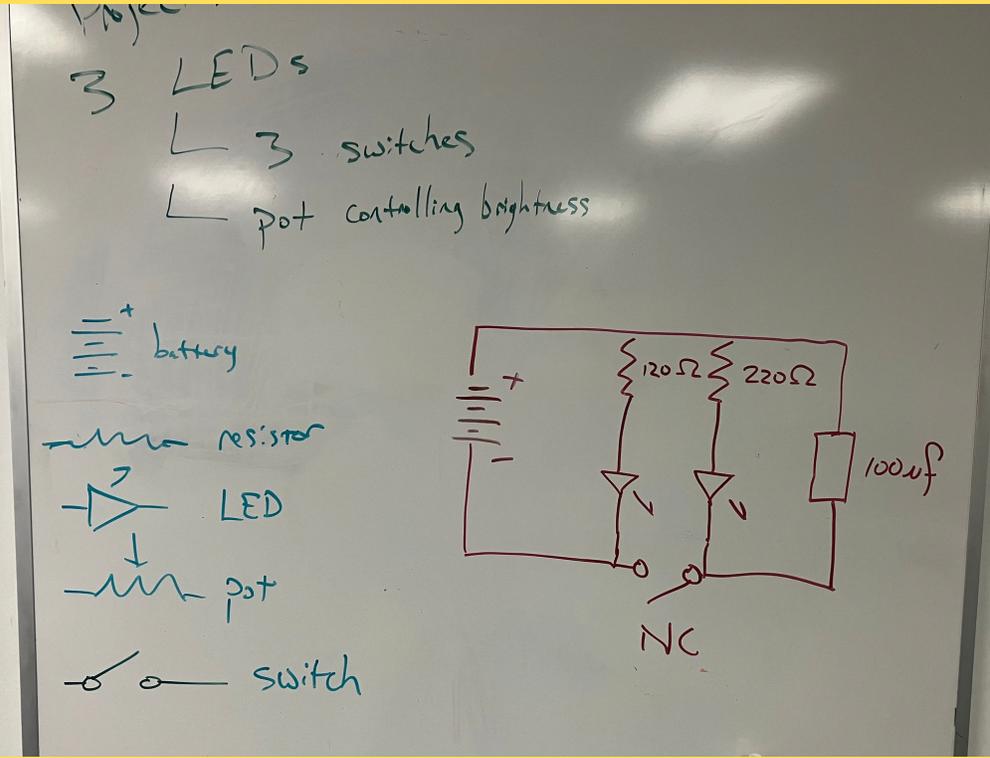
Mr. Clapper is teaching a physical fitness class that is challenging students to increase their core strength, agility, and mobility skills. It's fun to see the students' reactions to getting in better physical shape and how it is increasing students' self-esteem and confidence in trying new things.

Focus on family, friendships, and fun:

- WLE Friendship Day is February 13 with afternoon room parties
- Elementary Class Talent Show is March 13, 12:30 - 2:00
- Middle School Afterschool Dance is March 20, 3:00 - 5:30
- Happy Spring Break - No School March 24-28

Warm regards,

Sharon and the Winter Lakes Staff





COQUILLE JUNIOR HIGH SCHOOL REPORT

CALENDAR

February 7th Junior High Showcase
February 8th Chess Tournament- CHS Library
February 10th 7th & 8th Grade Girls Basketball- @ Winston
February 12th 7th & 8th Grade Girls Basketball- @ Coffenberry
February 15th 7th & 8th Grade Girls Basketball- Marshfield Tournament
February 19th 7th & 8th Grade Girls Basketball- @ CVE
February 20th 7th & 8th Grade Girls Basketball- @CVE
February 24th 7th & 8th Grade Girls Basketball- @ CVE
February 25th Junior High OBAB
February 26th 7th & 8th Grade Girls Basketball- @ Azalea Middle School
February 26th 7th & 8th Grade Girls Basketball- @ CVE
March 4th 8th Grade Parent Meeting- Planning for Freshman Year

LEARNING FOCUS

- 7th and 8th Grade Math students are discovering how to use Scatter Plots to determine the relationship between two variables.
- 7th and 8th grade Social Studies, ELA, and Science students will be preparing to show their research work and visual, 3D boards for the Junior High Showcase. The project is a cross-curricular activity all junior high students participate in.

PLEASE JOIN US!

- Spend an evening enjoying the wonderful projects that 7th and 8th grade students will be displaying at their Junior High Showcase. It is a cross-curricular activity all junior high students participate in and culminates with interactive presentations in the high school gym. It has become a renowned middle school tradition at Coquille Junior High.
- Come enjoy the 7th and 8th girls' highly successful Junior High basketball team in action at our athletic venues as their Winter seasons are underway. The girls are piling up the wins!



COQUILLE HIGH SCHOOL REPORT

CALENDAR

February 6	Pre ACT – All Sophomores
February 8	Chess Tournament @ CHS Library
February 12	OSU Tour/U of O Basketball Game Junior & Senior Trip
February 12	ASVAB Results Review
February 13	SOCC Rep Visit
February 18	FFA Tree Planting

LEARNING FOCUS

High school teachers are working with SOCC to work out the details in offering dual credit courses.

Mrs. Allred and Miss Yi are planning out next school year's master schedule and are getting ready to forecast classes with students in March.

FFA students received over 500 flower plugs for the spring plant sale. Students are busy building and equipping the greenhouses and arranging the flower baskets.

AP Biology students are learning about mitosis and meiosis, which is the division of cells into either two identical daughter cells or into four unique daughter cells (student provided definition).

Please Join Us!

School Board Members are always invited in to see what's happening at Coquille Junior/Senior High School. We invite the School Board to chaperone junior and senior students while they visit Oregon State University on February 12th. Following the OSU tour, we will be watching a University of Oregon Women's Basketball Game.

School Board Members are invited to our Valentine's Day Assembly at 2:15 PM. Students are preparing their air band performances, a classic Coquille High School event.

Coquille Valley Elementary School Board Report for 2/12/2025



February Calendar: 18 student contact days

February Character Trait: Empathy

Week 2/3- National Counselor's week- We appreciate our school counselors and the positive impact they have on our student's well-being.

2/6- ALICE Drill

2/7- Eagle Assembly

2/7- Attendance reward for 5th grade for best overall attendance in January with 91.4%

2/11- Student perfect attendance rewards for January/Crumble Oreo cookies

2/13- 6th grade movie after school

2/13- Classroom Parties for Valentine's Day

2/14- Professional Development Day-OSAS Training/state testing

2/11- 4th-6th grade attendance rewards for January

2/17- President's Day No School

2/20- 100th Day of School

Accelerated Reader (AR)- This is the second year of implementation of AR, and it's having a positive impact on reading comprehension for our students. It's heartwarming to see so many students passionately engaging with their reading goals. All students at CVE have an AR goal for the second trimester that ends on Friday, March 6th. AR is a program designed to encourage and monitor students' independent reading. Setting and achieving AR goals can be a rewarding experience for students. The goal is not just to meet the AR requirements but to instill a love for reading from our students that will last a lifetime. By making the process enjoyable and rewarding, students are more likely to develop positive attitudes toward reading and learning. The second trimester AR goal for our students that reach their AR goal will be held the week of March 10th. Students that meet their AR goal will go skating at the Coquille Community building.

ALICE Drill- Student safety is our number one priority at CVE, and we have emergency drills frequently to practice so students know what to do in case of a fire, earthquake, or a crisis. The next ALICE (Alert, Lockdown, Inform, Counter, Evacuate) drill on February 6, is part of our ongoing commitment to student and staff safety. This drill is designed to enhance preparedness and ensure that everyone is familiar with response protocols in the event of an emergency. We will communicate expectations clearly to students and staff to ensure the drill is conducted in a safe and effective manner. During our first drill earlier in the year students practiced LOCKDOWN and discussed barricading their entry/exit ways and alternate exits from the classroom. During our February crisis drill students will practice the EVACUATE portion of the plan. It is very important for the students to listen to the directions given by their teacher, as the course of action during these drills will not always be the same. At CVE we schedule three ALICE drills per year. Please let us know if you have any questions or concerns.

Dr. Seuss Night and Read Across America Week- We are excited to invite you to our annual Dr. Seuss Night at CVE on March 5 from 6:00-7:30 pm. This fun-filled evening celebrates the joy of reading with engaging activities, storytelling, and games inspired by Dr. Seuss's beloved books. Your presence would mean a great deal to our students, staff, and families as we foster a love of literacy in our school community. We hope you can join us in making this event a memorable experience for all!

Advanced Health- We are so grateful for the \$5,000 donation made by Advanced Health. These funds are used for our PBIS assemblies to purchase prizes for our students to recognize them for their safe, respectful, and responsible behavior.

CVE Parent/Teacher Conferences- Our next Parent/Teacher conferences will be held on Friday, 3/14. These conferences will be for targeted students and teachers will meet with families to talk about the progress/growth of their student.



LINCOLN SCHOOL OF EARLY LEARNING

1366 N. Gould St, Coquille, OR 97423 /541-396-2811/ Fax:541-396-7351

Amy May, Principal

Lincoln School of Early Learning – February Board Report

February Calendar:

- 7: Lion Paw Assembly
- 12: Board Meeting @ 6:00
- 13: Friendship Celebration
- 14: No School – Professional Development
- 17: No School – President’s Day
- 21: Fire Drill @ 12:45
- 31: Character Trait Assembly @ 9:00 – Caring



Ms. Cayla Ulery brought her snake in for show and tell. The kids love Olive the snake!

Learning-Focused

In January, we practiced our first ALICE drill, which was the lockdown portion. Our teachers presented the concept in an age-appropriate manner and read the book, “We’re Not Scared, We’re Prepared.” This book emphasizes the importance of listening to your teacher and doing what they instruct you to do. The drill was a success.

Michele Crook and Kelsey Martin completed their mid-year assessments for Kindergarten and 1st grade using DIBELS. The data has been shared with teachers, and Mrs. Crook and Ms. Kelsey continue to provide explicit intervention for both math and reading.

Invitation

Please join us in the afternoon for classroom friendship celebrations on Thursday, February 13th.

Please join us in the morning for our Character Trait Assembly focusing on caring.

We hope to see you at Lincoln!



COQUILLE SCHOOL DISTRICT #8

February 12, 2025

DISTRICT TEST COORDINATOR

Coquille Junior-Senior High School and Winter Lakes High School both offered the pre-ACT exam to sophomores on February 6th. This is ODE's new selection for an aptitude test in place of the pre-SAT. This will be the second year the test is offered. In addition to academic results (English and Math,) students can also complete an interest inventory to further inform their final two years of high school. A huge thank you to Principals Tiffany Clapper and Paige Yi, as well as academic counselors, Misty Snively and Katherine Allred for their support.

Teachers who facilitate state testing will receive their annual training on February 14, our next PD day. Testing for English Language Learners will begin in March; state testing in math, English, and science will begin after Spring Break.

TITLE FUNDS

The Title I team and I met for a mid-year review earlier this month. Both interventionists are using the DIBELS program, which provides reading fluency and phonics results for students and teachers. Our EL/ML students will take the English Language Proficiency Exam (ELPA) beginning in March. Our District translator, Principal Armando Ruiz, Jacob Artman, Aaron Larson, and I will attend the Multilingual/English Language Learner conference in Eugene at the end of this month.

GRANT FUNDS

Our Quarter 2 reporting for Student Investment Account, High School Success, Early Intervention Indicator System, and Early Literacy is complete. A huge thank you to Denese for her support!

Winter Lakes Elementary now has a functioning central intercom system; the same will be true of Lincoln School of Early Learning is currently having its system reinstalled! The work remaining under the COPS grant includes framing in a secure vestibule with keyless door at Winter Lakes Elementary and adding keyless entry front doors to Coquille Junior Senior High School.

MENTORING

Our mentoring program continues to be robust, with both mentors and mentees reporting positive progress!

TAG

We are well into the season of TAG referrals and identifications! Five students have been identified with a “watch” list sent to teachers of over 30 students whose state test scores place them at the highest performance level of 4. This is not the sole measure we use to identify students but is often cited in the holistic data picture teachers help to create. A great deal of interest among the population exists to have project-based learning for enrichment. Future TAG students, we plan, will have an opportunity for a field trip as well as for a regular parent-student community meeting for support of TAG.

At present, there are 47 students identified in the areas of math, English, and Leadership.

EQUITY TEAM

Our Equity Team has met twice. With the passage of SB 732, all districts are required to seat such a committee by the beginning of the 2025 school year. For now, our team consists of teachers Nate Leslie, Tanya Sinko, Greer Lally, Bethany Watts, Jake Cochran, and Sondra Sperling; Stephanie Kelner is our EA representative. We will expand the team to include students and community members for the following year.

We plan to address student equity in our district through preview of handbooks and other publications. Principal Amy May has officially joined our team and has offered her three campus handbooks up for our first review.

A cursory deep dive into a few focal groups in our district shows 2/3 male to 1/3 female identified for Special Education, male disciplinary referrals at nearly 600 with almost 200 for females; and an almost equal number of males and females identified for TAG.

PROFESSIONAL DEVELOPMENT

Many teachers are taking advantage of Flipped PD this year. Over 50% of teachers have communicated their individualized professional development plans. We have the 14th set aside for training for State Testing Administration along with Flipped PD time; in April, we will have reporting from the EL/ML conference as well as time for completion of employee input regarding Professional Development next year. Teachers will have time to meet as whole campus team on both days.

COQUILLE SPECIAL PROGRAMS REPORT

SPECIAL EDUCATION

We have finished our “Cohort C” monitoring cycle. This is how ODE supervises local districts in how they are complying with IDEA special education law. We pull 30 student’s IEP’s and go through a lengthy rubric to analyze if we are complaint with current regulations. Then we send ODE hard copies of a random sample of the IEP’s for them to check on how we used the assessment tool.

Any errors on the IEP’s need to be corrected within one year. Most of our errors this year came in the part of the IEP called ‘transition’. This is for students that are 15+ years old and we create school goals that align with their goals after high school related to continued education, employment or independent living. The goals have to be written in a fairly technical format and related to another part of the IEP and it’s pretty common for districts to struggle with this aspect of IEP’s. We have focused on training teachers in this area and I know we will be compliant with this part of our IEP’s going forward.

CTE

We have two programs that need to be renewed this year and we are starting that process. All CTE programs are required to go through the renewal process every three years and the district must complete the application by the deadline. The relevant programs are Cosmetology and Agriculture. The goad is for these to become “Full Program of Study” —which means the program needs to reflect 3 full years of unduplicated classes taught by a properly CTE-credentialed teacher. We are meeting with our regional CTE rep to go through this process next month.

THREAT ASSESSMENTS

We continue to follow our district threat assessment guidelines when there are questions about student’s words or actions that may pose a threat. It is extremely helpful to have Deputy Owens as part of the process. Thank you for your continued support of our School Resource Deputy Program.

MAINTENANCE

Aside from the plethora of work orders we process in a month, we have a few larger areas of concern that I will address in person during the Board agenda this month, namely our fire alarm systems.

Jeff 2/5/25

Coquille School District Athletic Director Report

February 2025

Calendar:

Sports You schedule for the next month is on the following pages.

Areas of Focus and Note:

We will be hosting the boys' special district wrestling tournament (state qualifier) on February 21 & 22 at Coquille High School. Teams from: Brookings-Harbor, Cascade Christian, Douglas, Glide, Lakeview, North Valley, Pleasant Hill, Rogue River, South Umpqua and Sutherlin will be in attendance.

Girls' basketball is performing exceptionally well at both the junior high and high school levels.

The 2025 high school baseball, softball and track & field schedules are posted on the OSAA website (Athletic.net for Track) and the Sports You calendar.

High school spring sport practices begin March 3rd.

Junior High track & field practice commences March 10th.

Invitation:

Your presence at any and all events is encouraged and welcomed. We will be in need of volunteers to assist with the February 21-22 district wrestling tournament and the April 11th home twilight track & field meet.

February 12, 2025

7:00 am - 11:59 pm Leadership CDE Events

3:30 pm - 5:00 pm Cheer practice

4:15 pm - 11:59 pm 7/8 Girls Basketball @ Coffenberry

5:00 pm - 6:30 pm Youth Softball Batting Cages

February 13, 2025**Thursday**

3:30 pm - 5:00 pm Cheer practice

5:00 pm - 6:30 pm Youth Baseball Batting Cages

February 14, 2025**Friday**

All-day Girls HS Wrestling @ District Tournament

All-day Girls Wrestling District Tournament

3:30 pm - 5:00 pm Cheer practice

4:00 pm - 5:30 pm JV Boys Basketball Glide

4:00 pm - 5:30 pm JV Girls Basketball Glide

5:30 pm - 7:00 pm Var Girls Basketball Glide

7:00 pm - 8:30 pm Var Boys Basketball Glide

February 15, 2025**Saturday**

12:00 am National FFA Week!

All-day Funeral

All-day Girls HS Wrestling @ District Tournament

All-day Girls Wrestling District Tournament

All-day Jr Hi Girls Basketball @ Marshfield Tournament

February 16, 2025**Sunday**

All-day National FFA Week!

February 17, 2025**Monday**

All-day National FFA Week!

10:30 am - 1:00 pm Chapter Community Service

3:30 pm - 5:00 pm Cheer practice

5:00 pm - 6:30 pm Youth Softball Batting Cages

February 18, 2025**Tuesday**

- All-day ● National FFA Week!
- 3:30 pm - 5:00 pm ● Cheer practice
- 4:00 pm - 5:30 pm ● JV Boys Basketball @ Sutherlin
- 4:00 pm - 5:30 pm ● JV Girls Basketball @ Sutherlin
- 4:15 pm - 11:59 pm ● Jr Hi Girls Basketball v Freemont
- 5:00 pm - 6:30 pm ● Youth Baseball Batting Cages
- 5:30 pm - 7:00 pm ● Var Girls Basketball @ Sutherlin
- 7:00 pm - 8:30 pm ● Var Boys Basketball @ Sutherlin

February 19, 2025**Wednesday**

- All-day ● National FFA Week!
- 3:30 pm - 5:00 pm ● Cheer practice
- 4:15 pm - 11:59 pm ● 7/8 Girls Basketball v Marshfield
- 5:00 pm - 6:30 pm ● Youth Softball Batting Cages

February 20, 2025**Thursday**

- All-day ● National FFA Week!
- 3:30 pm - 5:00 pm ● Cheer practice
- 4:15 pm - 11:59 pm ● 7/8 Girls Basketball v North Bend
- 5:00 pm - 6:30 pm ● Youth Baseball Batting Cages

February 21, 2025**Friday**

- All-day ● National FFA Week!
- All-day ● Boys Wrestling District Tournament
- 3:30 pm - 5:00 pm ● Cheer practice
- 4:00 pm - 5:30 pm ● JV Boys Basketball @ S. Umpqua
- 4:00 pm - 5:30 pm ● JV Girls Basketball @ S. Umpqua
- 5:30 pm - 7:00 pm ● Var Girls Basketball @ S. Umpqua
- 7:00 pm - 8:30 pm ● Var Boys Basketball @ S. Umpqua

February 22, 2025**Saturday**

12:00 am - 11:30 pm	● National FFA Week!
All-day	● Boys Wrestling District Tournament
February 24, 2025 Monday	
12:00 pm - 1:00 pm	● FFA Sectional Leadership CDE's
3:30 pm - 5:00 pm	● Cheer practice
4:15 pm - 11:59 pm	● 7/8 Girls Basketball v Sutherlin
5:00 pm - 6:30 pm	● Youth Softball Batting Cages
February 25, 2025 Tuesday	
All-day	● Girls Basketball OSAA 1st round play-off
3:30 pm - 5:00 pm	● Cheer practice
5:00 pm - 6:30 pm	● Youth Baseball Batting Cages
February 26, 2025 Wednesday	
3:30 pm - 5:00 pm	● Cheer practice
4:15 pm - 5:15 pm	● Jr Hi Girls Basketball @ Azalea
5:00 pm - 6:30 pm	● Youth Softball Batting Cages
February 27, 2025 Thursday	
All-day	● Boys State Wrestling Tournament
All-day	● Girls HS Wrestling @ State Tournament
3:30 pm - 5:00 pm	● Cheer practice
5:00 pm - 6:30 pm	● Youth Baseball Batting Cages
February 28, 2025 Friday	
All-day	● Boys State Wrestling Tournament
All-day	● Girls Basketball OSAA 2nd round playoff
All-day	● Girls HS Wrestling @ State Tournament
3:30 pm - 5:00 pm	● Cheer practice
March 3, 2025 Monday	
3:30 pm - 5:00 pm	● Cheer practice
4:15 pm - 11:59 pm	● 7/8 Girls Basketball v North Bend

5:00 pm - 6:30 pm	● Youth Softball Batting Cages	
March 4, 2025		Tuesday
3:30 pm - 5:00 pm	● Cheer practice	
5:00 pm - 6:30 pm	● Youth Baseball Batting Cages	
March 5, 2025		Wednesday
3:30 pm - 5:00 pm	● Cheer practice	
5:00 pm - 6:30 pm	● Youth Softball Batting Cages	
March 6, 2025		Thursday
All-day	● 3A State Basketball Tournament	
3:30 pm - 5:00 pm	● Cheer practice	
5:00 pm - 6:30 pm	● Youth Baseball Batting Cages	
March 7, 2025		Friday
All-day	● 3A State Basketball Tournament	
3:30 pm - 5:00 pm	● Cheer practice	
March 8, 2025		Saturday
All-day	● 3A State Tournament	
March 10, 2025		Monday
All-day	● First Day of Track & Field Practice	
3:30 pm - 5:00 pm	● Cheer practice	
5:00 pm - 6:30 pm	● Youth Softball Batting Cages	
March 11, 2025		Tuesday
3:30 pm - 5:00 pm	● Cheer practice	
5:00 pm - 6:30 pm	● Youth Baseball Batting Cages	
7:00 pm - 11:59 pm	● CYAC Mandatory Meeting Option #2	
March 12, 2025		Wednesday
3:30 pm - 5:00 pm	● Cheer practice	
5:00 pm - 6:30 pm	● Youth Softball Batting Cages	
March 13, 2025		Thursday



Coquille

School District #8

Maintenance Board Report February 2025

Dear School Board Members,

As we prepare for spring sports, our maintenance team has been actively working on facility upkeep. This includes cleaning up the football field and track, installing a new discus ring, and removing overgrown weeds around the softball and baseball fields.

Additionally, we are partially rebuilding a fence at Lincoln to enhance safety for our students and staff. Our team has also completed over 30 work orders for the month of January, ensuring that our facilities remain in top condition for our staff and students.

We are also working with All Coast Heating and Cooling to continue installing mini-split units in the Lincoln gym. Moving forward, we will continue adding more units to classrooms and office spaces at Lincoln to improve comfort and efficiency.

Our commitment remains strong in maintaining safe, clean, and well-kept facilities for everyone.

Sincerely,

Sierra Britton

Maintenance Secretary



Coquille

School District #8

Transportation:

February 2025

January was a busy month for Transportation. As you well know we moved the bus barn to the new Transportation Facility. This included moving the buses and all furniture and office related items being set up. Thank you all for attending the grand opening and as I said before thank you for your vision and thank you for this new facility. It is a huge investment in The Coquille School District!

On January 28th the Oregon Department of Education visited for an on-site review of the Coquille School District's Transportation Program. This consists of policy review, inspection of driver files, and inspection of fleet vehicles of their choice. They explained they have districts score in many different percentiles of compliance ranging as low as 50 %. I am proud to say that the Coquille School District's overall score is 88%. We did extremely well, and ODE was impressed with our program, the condition of the fleet, and the new Transportation Facility.

We have completed our on-route bus evacuation for the second half of the school year. We have hired a substitute bus driver. His name is Christopher Sabin. He comes to us from Crook Country School District in Eastern Oregon. Currently he is subbing for a driver out on medical leave. For the remainder of the month, we will be focused on finishing up winter sports.

Respectfully,

Nate

FOOD SERVICE

January at a glance

Total Days with staff out in December: 12 days

January menus were completed and sent to all schools.

24,900 meals served in January

CATERING OPPORTUNITIES

150 crumble cookies for CHS perfect attendance

Board meal for transportation facility grand opening.

Two trips made to Powers for additional staff trainings.

LOOKING AHEAD IN FEBRUARY

USDA commodity delivery February 17th

NSLP FS Audit February 25-26th

National Research Study team here in March.

SRD February Board Report

- *Drivers Education from 7:00-8:00 AM (4 students) we are about halfway through.
 - *Responded to threat calls at Coquille HS on 1/30 and 1/31. The main threat was that a student was going to bring a gun to school. Contacted suspected student at their home on both days in the morning. On 1/31 Coquille PD assisted due to me teaching drivers education that morning. The call from 1/31 stemmed from the previous day. The student in question allowed law enforcement to search their room. The student did not go to school on either day which was their choice. There was no viable threat.
 - *Spoke to a student at WLHS regarding possible drug usage. The student's parents were contacted and responded to school. Administration handled discipline.
 - *Responded to WLHS regarding a DHS report. Interviewed student not as reported.
 - *Responded to Lincoln school on two separate occasions to assist with a student issue.
 - *Sat in on a threat assessment at Lincoln school.
 - *Responded to CVE regarding threats made by a student. Worked with Mr. Ruiz interviewing several students. It was determined that the accusation was not true.
 - *Responded to a call regarding two of our students. The incident supposedly happened off campus after school. The accusation had to do with inappropriate touching. I investigated the incident along with a detective with the Sheriff's Office. A report was completed and sent to the Coos County Juvenile Detention.
 - *Assisted with two students at Lincoln school who were refusing to listen to staff instructions to go to class.
 - *Responded to WLHS regarding a student who had made comments to the effect they were going to kill themselves. I sat with the student until the students' parent arrived to pick them up. I spoke to the parent about the situation.
 - *Responded to a threat call at CHS. A student had made a comment about having a gun in their backpack. Student was located off campus during lunch with the help of Coquille PD. They did not have a gun. Admin. at CHS following up on discipline of student.
 - *Burglary at CHS in the Ag room. Items taken; pressure washer, Dewalt battery charger, a couple batteries, Dewalt vacuum cleaner and two jackets. The pressure washer and jackets were located and returned. It appears the break-in occurred on the south side of the school either through the man door or the overhead door of the Ag room.
 - *Did follow up on a BARK alert at WLHS regarding school shootings. After investigating there was no threat.
 - *Assisted at Lincoln with an out-of-control student.
 - *Prevented an individual from changing his oil in the parking lot of the softball fields off Fairview Rd.
- End of Report

John Owens

SRD



Coquille

School District #8

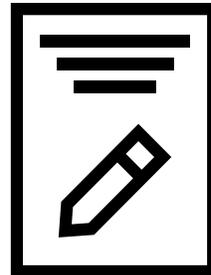
FISCAL REPORTS



Coquille

School District #8

Place holder

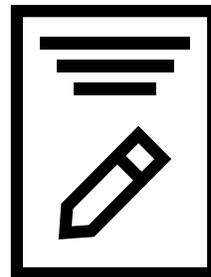




Coquille

School District #8

**Place holder for
November 13, 2024
Board Minutes**

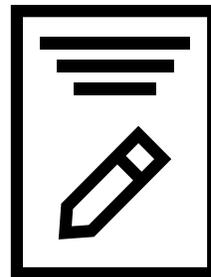




Coquille

School District #8

**Place holder for
November 13, 2024
Board Minutes**





Coquille

School District #8

PLACE HOLDER

**SUPERINTENDENT'S
REPORT**

Coquille School District - POPULATION ONLY REPORT

January 29, 2025

Lincoln

PK-4 52 (PK - Not Calculated in Grand Total)

KG 84

1st 79

Total 163

CVE

2nd 62

3rd 73

4th 69

5th 77

6th 57

Total 338

CJSHS

7th 73

8th 50

9th 67

10th 66

11th 53

12th 49

Total 358

WLE - Winter Lakes Elementary

KG

1st

2nd 11

3rd 12

4th 10

5th 19

6th 15

7th 22

8th 26

115

WLS - Winter Lakes High School

8th 1

9th 38

10th 53

11th 76

12th 96

Total 264

Grand Total 1238 (Does not include PK)



Coquille

School District #8

PLACE HOLDER

**DISCUSSION
ACTION**



Coquille

School District #8

PLACE HOLDER

**CONSENT
AGENDA**

Coquille School District 8

Donation Acceptance

Donor Name	United Christian Women
Donor Address	180 N. Baxter St. Coquille OR 97423
Donor Phone	541-396-4645
Item or Amount Donated	\$200.00
Date of Donation	1/27/25
Purpose of Donation	Student Support
Conditions of Donation	CK # 196
Date Check to Business Office	
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	
Date Purchase Made:	
What was Purchased:	
PO#:	
Closure	
Submitted By	Nelli Newkirk

Coquille Valley Elementary School
1115 N Baxter ST
Coquille, OR 97423

United Christian
Women
180 N. Baxter St.
Coquille, OR 97423

United Christian Women,

We really appreciate your
Continuous Support. We will be
Putting the money towards our
Students and their Eagle Assembly.

Your help is greatly
appreciated.
-CVE Support

Coquille School District 8

Donation Acceptance

Donor Name	Coquille Booster Club
Donor Address	499 W Central Blvd Coquille, OR 97423
Donor Phone	N/A
Item or Amount Donated	Check #1488 - \$1,199.45
Date of Donation	Items dated 1/13/25, Rec'd 1/23/25
Purpose of Donation	To support the HS Baseball team and the purchasing of new catcher gear and helmets
Conditions of Donation	None
Date Check to Business Office	1/24/25
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	See Attached
Date Purchase Made	3/4/2022
What was Purchased	Rawlings Helmets and Catcher's Gear
PO#	241582
Closure	
Submitted By	Becky Sproul

Coguille Booster Club

Thank you so much for
your support of Coquille's
Baseball team. Your
contribution in providing
new catcher's gear & helmets,
ensures our players have the
best gear to perform at their peak.

Coquille School District 8

Donation Acceptance

Donor Name	Coquille Valley Booster Club
Donor Address	499 W Central Blvd Coquille, OR 97423
Donor Phone	N/A
Item or Amount Donated	Check #1490, \$228.00
Date of Donation	Item dated 1/13/25, Rec'd 1/23/25
Purpose of Donation	To help pay for the purchase of student entry fees for attending the OSAA Volleyball State Championship game on 11/8/24
Conditions of Donation	None
Date Check to Business Office	1/24/25
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	See Attached
Date Purchase Made	12/18/24
What was Purchased	Event Tickets - OSAA Volleyball State Championship game on 11/8/24
PO#	253186
Closure	
Submitted By	Becky Sproul

Coquille Booster Club

Thank you for your
Support in helping
send our students to
the OSAA Volleyball
State Championship game!

Coquille School District 8

Donation Acceptance

Donor Name	Coquille Booster Club
Donor Address	499 W Central Blvd Coquille, OR 97423
Donor Phone	N/A
Item or Amount Donated	Check #1487 \$1,161.30 & Check #1489 \$159.27 Total \$1320.57
Date of Donation	Items dated 1/13/25, Rec'd 1/23/25
Purpose of Donation	To support the HS Baseball team and the purchasing of DeMarini Voodoo Equipment Bags
Conditions of Donation	None
Date Check to Business Office	1/24/25
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	See Attached
Date Purchase Made	12/18/24
What was Purchased	PO 241581 – 21 Bags \$1161.30 PO 241585 – 3 Bags \$159.27 24 Bags in Total
PO#	PO 241581 \$1161.30 PO 241585 - \$159.27 Total \$1320.57
Closure	
Submitted By	Becky Sproul

Coguille Booster Club -

We are incredibly grateful for your support of the High School Baseball team and your funding to purchase DeMarini Voodoo Baseball Equipment Backpacks! Thank you for being an important part of their journey!

Nondiscrimination and Civil Rights

The district does not discriminate on any basis listed below and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex², 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 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.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

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

² 34 CFR § 106.10 provides "discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity."

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The Special Programs Director is the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination³ required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. {⁴} [Satisfy the training requirements in OAR 581-021-0660 (2)-(3)] [Satisfy the following training requirements:
 - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):
 - (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;

³ The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

⁴ {OAR 581-021-0655(3)(a) requires the district adopt a policy including the requirements in OAR 581-021-0660, including the training requirements referenced and listed here. The district can meet this requirement by choosing either of the two bracketed options.}

- (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
 - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
 - (4) Identifying discrimination and reports of discrimination;
 - (5) Responding to reports of discrimination;
 - (6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
 - (7) Preventing discrimination in public school programs and activities;
 - (8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
 - (9) Tracking and documenting reports of discrimination.
- b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:

- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
- (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
- (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
- (4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.⁵

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 408.230	ORS 659.865
ORS 192.630	ORS 659.805	ORS 659A.001
ORS 326.051(1)(e)	ORS 659.815	ORS 659A.003
ORS 332.505	ORS 659.850 - 659.860	ORS 659A.006

⁵ Training must first be completed by June 30, 2025.

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

[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-021-0650](#) - 0665

[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 581-075-0001](#) - 075-0005
[OAR 581-075-0901](#)
[OAR 839-003](#)

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/Americans with Disabilities Act Amendments Act, 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 (2024).

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).

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).

Property Inventories

The district will maintain an inventory of all fixed assets in accordance with governmental accounting standards. The district's inventory will be updated annually to include property newly purchased and disposed.

Fixed assets includes all district-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than \$10,000 defined by the Program Budget and Accounting Manual, published by the Oregon Department of Education.

Current records shall be maintained for the receipt, distribution/disposal and inventory of commodity foods as required by federal law.

The Board may authorize the employee of an appraisal company to assist with the inventory procedure.

END OF POLICY

Legal Reference(s):

[ORS 332.155](#)

Program Budget and Accounting Manual, Oregon Department of Education (2000).

Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave) *

When applicable, the district will comply with the provisions of protected leave identified in ORS 659A.272 to address domestic violence, harassment, sexual assault, bias, or stalking.

The district (covered employer¹) shall allow an eligible employee² to take reasonable leave from employment for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee’s minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, harassment or stalking of, or the commission of a bias crime against the eligible employee or the employee’s minor child or dependent;
3. To obtain, or to assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking;
4. To obtain services from a victim services provider for the eligible employee or the eligible employee’s minor child or dependent; or
5. To relocate³ or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee’s minor child or dependent.

The district may limit the amount of leave if the eligible employee’s leave creates an undue hardship on the district.

The district shall not deny leave to an eligible employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard to promotion,

¹ “Covered employer” means an employer who employs six or more individuals in the State of Oregon for each working day during each of 20 or more calendar workweeks in the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking, or in the year immediately preceding the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking.

² “Eligible employee” means an employee who is a victim of domestic violence, harassment, sexual assault, bias or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault, bias or stalking.

³ “Relocate” is described in OAR 839-009-0345 (5).

compensation or other terms, conditions or privileges of employment because the employee makes inquiries about, applies for, or takes such leave.

The eligible employee shall give the district reasonable advanced notice of the employee's intention to take leave unless giving advance notice is not feasible.

The district may require the eligible employee to provide certification that:

1. The employee or employee's minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias, or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

The eligible employee shall provide a certification within a reasonable time after receiving the district's request for the certification.

Sufficient certification to support a request for such leave includes:

1. A copy of a report from law enforcement indicating the eligible employee or the employee's minor child or dependent was a victim of domestic violence, harassment, sexual assault, bias, or stalking;
2. A copy of a protective order or other evidence from a court, administrative agency or attorney that the eligible employee appeared in or is preparing for a civil or criminal administrative proceeding related to domestic violence, harassment, sexual assault, bias, or stalking; or
3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services or victim services provider that the eligible employee or the employee's minor child or dependent was undergoing treatment or counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault, bias, or stalking.

All records and information kept by the district regarding the employee's leave under ORS 659A.270 - 659A.285, including the fact the employee has requested or obtained such leave, are confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

The employee may use any accrued paid leave, including sick leave, vacation leave or any other paid leave offered by the district.

Definitions

1. "Protective order" means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent.
2. "Victim of bias" means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.

3. “Victim of domestic violence” means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
4. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
5. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
6. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
7. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF POLICY

Legal Reference(s):

[ORS 192.355\(38\)](#)

[ORS 659A.270 - 659A.290](#)

[OAR 839-009-0325 - 0365](#)

Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave

When the need for leave may be anticipated, a written request for leave under Oregon Revised Statute (ORS) 659A.270 - 659A.285 shall be made at least 30 days prior to the date the requested leave is to begin unless giving advance notice is not feasible. When it is not feasible, oral or written notice as soon as practical is allowed.

PLEASE PRINT

Name of employee _____

Department _____ Title _____

Effective date of the leave _____

Status: Full-time Part-time Temporary Hire Date _____

The requested leave is for:

- Myself
- A minor child or dependent for which I am a parent or guardian

The leave is for:

- To seek legal or law enforcement assistance or remedies to ensure the health and safety of the eligible employee or the eligible employee’s minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking.
- To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, harassment or stalking of or the commission of a bias crime against the eligible employee or the eligible employee’s minor child or dependent.
- To obtain, or to assist the eligible employee’s minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking.
- To obtain services from a victim services provider for the eligible employee or the eligible employee’s minor child or dependent.
- To relocate¹ or take steps to secure an existing home to ensure the health and safety of the eligible employee or the eligible employee’s minor child or dependent.

¹ “Relocate” is described in OAR 839-009-0345 (5).

The following has been provided to certify the need for the requested leave:

- A copy of a report from law enforcement indicating myself or my minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias, or stalking.
- A copy of a protective order or other evidence from a court, administrative agency or attorney I or my minor child or dependent appeared in or is preparing for a civil or criminal administrative proceeding related to domestic violence, harassment, sexual assault, bias, or stalking.
- Documentation from an attorney, law enforcement officer, health care professional, licensed mental health professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services or victim services provider that I or my minor child or dependent is receiving services.

I understand I may use accrued paid leave, including sick leave, vacation leave or any other paid leave that is offered by the district.

If my request for a leave is approved, I understand that without an authorized extension when the need for an extension could be anticipated, I must report to duty on the first workday following the date my leave is scheduled to end. I understand if I am unable to return to work following the period of authorized leave, I will notify the district as soon as practical and provide any required information which will allow the district to determine my eligibility for an extension of leave.

I authorize the district to deduct from my paychecks or seek to recover any amounts paid for insurance coverage by the district on my behalf which remain unpaid after my leave, consistent with state law.

Signature of employee: _____ Date: _____

Sick Time *

“Employee” means an individual who renders personal services at a fixed rate to the district if the district either pays or agrees to pay for personal services or permits the individual to perform personal services. The definition does not include volunteers or independent contractors.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district and are eligible to use sick time beginning on the 91st calendar day of employment with the district and may use sick time as it is accrued.

The district employs ¹10 or more employees and therefore shall allow an eligible employee to access of paid sick time per Collective Bargaining Agreement per year.

The employee may carry unused sick time from one year to the subsequent year.

When sick time is used to care for, or to deal with the death of, an individual related by blood or affinity whose close association with the district employee is the equivalent of a family relationship, the district requires an attestation form signed and submitted by the employee.

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right, to require verification or certification in accordance with law of the need for the sick time, including a medical verification or certification² paid for by the district. If an employee fails to provide verification or certification or fails to provide other evidence as required by the district, the employee shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA, PFMLI or OFLA leave, sick time leave and qualifying FMLA, PFMLI or OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, sick time leave and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the district requires an employee to provide advance notice of the intention to use sick time ³10 days prior to when the requested sick time is to begin or as soon as otherwise practicable. When an employee uses sick time for a foreseeable absence, the employee shall

¹ {If the district is located in a city with a population exceeding 500,000, the threshold is whether the district employs at least six employees working anywhere in this state.}

² In the case of need for leave under ORS 659A.272, the district may not require the verification or certification to explain the nature of the illness or details related to the domestic violence, sexual assault, harassment, bias, or stalking, which necessitates the use of sick time.

³ {ORS 653.621(3): “...not to exceed 10 days”}

take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, in service training, mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district before the start of the employee's shift, or when circumstances prevent the employee from providing notice as required, as soon as practicable.

The district shall establish a standard process to track the eligibility for sick time of a substitute.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)
[ORS 342.545](#)

[ORS 342.610](#)
[ORS 653.601 - 653.661](#)

[ORS 659A.150 - 659A.186](#)
[OAR 839-007-0020 - 0065](#)

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Graduation Requirements

{If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in policy (see OAR 581-022-2000(1)). OAR 581-022-2115(13) requires districts to also have a policy on student-initiated test impropriety (model language to meet this requirement is also in policy IL – Assessment Program); OAR 581-022-2120 requires districts to have a policy about proficiency in Essential Skills in student languages of origin (currently waived through the 2027-28 school year); OAR 581-022-2020(3) requires districts to establish criteria for the certificate of attendance in policy.}

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and certificate of attendance which meet or exceed state requirements.

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

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

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ "Foster child" is defined in ORS 30.297.

² {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of ^{5}24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁶ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences shall include 0.5 unit of US civics⁷ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁸financial literacy);
5. ⁹One-half credit of higher education and career path skills;
6. ¹⁰One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹¹ (units shall be earned in any one or a combination).

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

Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

⁵ {If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list.}

⁶ "Language arts" includes reading, writing and other communications in any language, including English.

⁷ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁸ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁹ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹¹ "World languages" includes sign language, heritage languages and languages other than a student's primary language.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. ¹²Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

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

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

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹³One-half credit in personal financial education;
6. ¹⁴One-half credit in higher education and career path skills;
7. One credit in health education;

¹² The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁴ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

1. ¹⁵Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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

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

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

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

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

¹⁵ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

^{16}**Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student’s language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student’s language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student’s language of origin are scored by a qualified rater.

Essential Skills Appeal

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

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and

¹⁶ {[OAR 581-022-2120(2) requires districts to have “policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students’ language of origin.” OAR 581-022-2120(4) waives this requirement through the 2027-28 school year.] Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote.}

- g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A {¹⁷}certificate of attendance¹⁸ will be awarded to students who:

1. Have maintained regular full-time attendance¹⁹ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history²⁰.

For students with a documented history²¹, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

¹⁷ {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#). }

¹⁸ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

¹⁹ {There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided. }

“Regular full-time attendance” means not being absent for more than 50 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences will not be counted against a student.

²⁰ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

²¹ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas, at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

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

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form²² and submitting the form to the district.

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

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

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

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

²² Oregon Department of Education page for: [30-day notice and opt-out form](#)

Graduation Exercises

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

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

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

All students in good standing¹ who have successfully completed the requirements for a high school diploma or qualify to receive or receive a modified diploma, an extended diploma or a certificate of attendance, including students participating in a district-sponsored alternative education program and students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or a certificate of attendance; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear ²“Native American items of cultural significance”³ or other items of cultural significance⁴.

END OF POLICY

¹ A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.

² “Native American items of cultural” means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

³ ORS 332.112 requires that districts allow students to wear “Native American items of cultural significance” to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.

⁴ The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

Legal Reference(s):

[ORS 329.451](#)
[ORS 332.107](#)
[ORS 332.112](#)
[ORS 339.505](#)
[ORS 343.295](#)

[ORS 659.850](#)
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 581-021-0060](#)
[OAR 581-022-2000](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

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

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

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

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

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

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

Sexual Harassment

¹The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.²

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

¹ Sexual harassment is generally considered a type of sex-based discrimination. Consequently, additional laws and complaint procedures may apply.

² Other complaint policies and administrative regulations that may apply include, but are not limited to: AC – Nondiscrimination and Civil Rights; ACB – Every Student Belongs; GBEA – Workplace Harassment, GBNA – Hazing, Harassment, Intimidation, Menacing, or Cyberbullying – Staff; GBNA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements; GBNA/JHFE – Suspected Abuse of a Child Reporting Requirements; and JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence - Students.

Oregon Definition

{³} Sexual harassment of students, staff members or third parties⁴ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student’s educational activity or program;
 - b. Interferes with a school or district staff member’s ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.
3. Assault when sexual contact occurs without consent⁵.

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

Examples of sexual harassment may include, but not be limited to, {⁶} physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

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

{⁷} Building Principal

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to make a report should use the above contact information. The person[s] designated will

³ {The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1). If the district would like to include the full statutory definition, it can do so.}

⁴ “Third party” means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

⁵ “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

⁶ {OAR 581-021-0038 requires that the policy include a “examples of harassing behaviors covered by policy”. The bracketed list in this policy reflects OSBA’s recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district’s legal counsel.}

⁷ {The district must designate person(s) to receive reports or complaints regarding sexual harassment. More than one staff member may be designated to receive reports or complaints of sexual harassment.}

coordinate the report with the procedures in administrative regulation AC-AR(1) – Discrimination or Civil Rights Complaint Procedure.

Response

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

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

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

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

Investigation

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

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

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment. ^{8}

⁸ {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX’s definition of sexual harassment includes “unwelcome conduct determined by a reasonable person to be...” 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

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

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

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

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

No Retaliation

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

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

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

Notice

When a person⁹ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

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

The written notification must include¹⁰:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol

⁹ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

¹⁰ Remember confidentiality laws when providing any information.

or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

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

The notice must:

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

Publication

This policy shall be made available to students, parents of students and staff members. This policy shall be prominently published in the school student handbook and on the school district website.

END OF POLICY

Legal Reference(s):

ORS 243.706	ORS 342.850	ORS 659A.030
ORS 332.107	ORS 342.865	
ORS 342.700	ORS 659.850	OAR 581-021-0038
ORS 342.704	ORS 659A.006	OAR 584-020-0040
ORS 342.708	ORS 659A.029	OAR 584-020-0041

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

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

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

Injury or Illness Reports

{This policy was originally released with the April 2024 Policy Update. Following that release, OSBA determined that a correction was necessary. This correction was made in May 2024 and this policy was re-released. This version includes the correction. Required policy. ORS 339.309 requires a district school board establish policy for reporting incidents, e.g., injury.}

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

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

In the event of a work-related² illness or injury to an employee resulting in in-patient hospitalization, loss of an eye, amputation or avulsion³, the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA) within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes⁴ shall be reported⁵ to OSHA within eight hours.

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

The district safety officer will maintain records on injuries, illnesses, and accidents involving district property, employees, students or visiting public.

These records will include prevention measures taken, reporting information, periodic statistical reports on the number and types of injuries, illnesses and accidents occurring in the district, and monthly and annual analyses of accident data. Such reports will be submitted to the superintendent.

END OF POLICY

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

² An injury or illness is work related if an event or exposure in the work environment either caused or contributed to the resulting condition or significantly aggravated a preexisting injury or illness. (OAR 437-001-0700(6))

³ Amputations and avulsions are only required to be reported if they result in bone loss. (OAR 437-001-0704(4))

⁴ "Catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. (OAR 437-001-0015(11))

⁵ Reporting must be done in person or by telephone. (OAR 437-001-0704(3))

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0015](#)

[OAR 437-001-0700](#)

[OAR 437-001-0704](#)

[OAR 437-001-0760](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2225](#)

Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, volunteer coaches, and students⁴ are subject to this policy

⁵“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

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

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

Any district employee or volunteer coach who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another

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

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

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

⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ⁶designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the ⁷ HR Director who shall report the suspected sexual conduct to the Board chair.

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

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

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

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

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

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

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may

⁶ ORS 339.372 requires the district to have a policy that designates the licensed administrators and requires the district to post the names and contact information of the designees in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

⁷ A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

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

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

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

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging 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 to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

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

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
House Bill 4160 (2024).

Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers, and students⁴ are subject to this policy.

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

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

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

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

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

⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee or ⁶ volunteer coach who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ⁷designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the ⁸HR Director who shall report the suspected sexual conduct to the Board chair.

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

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

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

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

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

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee,

⁶ {The following language in brackets, i.e., [, contractor, agent or volunteer], is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.}

⁷ {ORS 339.372 requires the district have a policy that designates the licensed administrators and requires the district to post the names and contact information of the designees in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

⁸ {A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

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

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

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

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

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

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging 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 to implement this policy and to comply with state law.

END OF POLICY

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