

AGENDA

Wednesday, March 12, 2025

Work Session RE: Goals, CSD Board Room 5:00pm

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 February 12, 2024
- 1.3 Future Meetings
 - 1.3.1 Regular Board Meeting, April 12, 2025, at 6:00 pm
 - 1.3.2 1st Budget Meeting, May 21, 2025, at 5:00 pm
 - 1.3.3 Special Board Meeting, May 21, 2025, at 6:00 pm
 - 1.3.4 2ⁿ Budget Meeting, May 28, 2025, 6:00 pm
 - 1.3.5 Special Board Meeting, June 18, 2025, at 6:00 pm

2.0 Presentation

- 2.1 Chief of Police - Ryan Doyle
- 2.2 Integrated Guidance Budget – Tanya Sinko

3.0 Program/School Written Reports

- | | |
|---|--|
| 3.1 WLHS | 3.8 CTE/Special Programs Director |
| 3.2 WLE | 3.9 Athletic Director & Schedule |
| 3.3 Coquille Jr. High | 3.10 Technology Supervisor |
| 3.4 CHS | 3.11 Transportation Supervisor |
| 3.5 CVE | 3.12 Food Services Supervisor |
| 3.6 LSEL | 3.13 School Resource Deputy |
| 3.7 Curriculum Director | |

4.0 Fiscal Report

- 4.1 Appropriations by Fund & Function
- 4.2 Monthly Summary Report
- 4.3 Object Summary Report

5.0 Superintendent's Report

- | | |
|---------------------------------------|----------------------------|
| 5.1 Population Report | 5.3 Declining Enrollment |
| 5.2 Correspondence – Yes | 5.4 March Estimate |
| | 5.6 Estimated Roll Up Cost |

6.0 Discussion/Action

- 6.1 [School Year 2025-2026 School Calendar](#)
- 6.2 Integrated Guidance Plan for School year 2025 - 2027
- 6.3 Boys Golf Coop with Bandon School District
- 6.4 Girls Golf Coop with Bandon School District
- 6.5 2024- 2025 Surplus Sale List
- 6.6 CDL Program
- 6.7 [Teacher & Administrator Renewal List](#)

AGENDA

7.0 Consent Agenda

7.1 Cash Donations

7.2 Non-Cash Donations

7.3 First Reading

[CPA – Layoff and Recall for Administrators](#)

[JFC – Student Conduct](#)

[JG – Student Discipline](#)

[JGD - Suspension](#)

[JHCD - Medications](#)

[JHCD-AR - Medications](#)

7.5 Second Reading

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

8.0 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**)*

9.0 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 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).

10.0 Adjournment



Coquille

School District #8

PRESENTATIONS

Intregrated Plan Buget 2025-2026

High School Success Grant-\$461,713.16

	Salary	Benefits
Two Academic Counselors	\$ 114,459.00	\$ 92,127.00
One Social Emotional Counselor	\$ 45,604.00	\$ 44,783.00
Two .5 AG Teachers (CTE)	\$ 61,260.16	\$ 55,237.00
.5 Cosmetology Teacher (CTE)	\$ 27,228.00	\$ 21,015.00

Student Investment Account-\$1,320,954.02

Pays two Kindergarten Readiness Paraprofessionals and one EA	\$ 93,449.00	\$ 81,835.00
Pays two Social Emotional Counselors	\$ 134,659.00	\$ 102,954.00
Pays one First Grade Teacher	\$ 71,399.00	\$ 53,141.00
Pays two CTE Teachers	\$ 134,781.00	\$ 98,060.47
Pays .2 Curriculum Director	\$ 26,784.60	\$ 16,896.40
Pays for Summer School and Summer Programs	\$ 15,250.35	\$ 6,164.70
Pays Equity Team Stipends	\$ 4,390.00	\$ 2,097.50
Pay .5 CTE teacher and EA for Simulators	\$ 60,214.00	\$ 58,823.00
Two Speech Language Pathologists and SLPA	\$ 155,896.00	\$ 115,159.00
Pay for Health Curriculum	\$ 89,000.00	N/A

Early Intervention Indicator System-\$4,000

Pays part of Five Tech Team stipends	\$ 2,764.52	\$ 1,234.76
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Early Literacy Grant-\$79,440.65

Targeted tutor at LSEL (EA)	\$ 19,102.15	\$ 21,768.00
Targeted tutor at CVE (EA- grades 2 & 3)	\$ 18,112.00	\$ 20,458.50

Coquille SD 8 - LPGTs/LOMs 25-27

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Metric	Target Type	5 Year Average	5 Year Trend	Meets Minimum N	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual
Four Year Cohort Graduation				<input type="checkbox"/>				
Four Year Cohort Graduation	Baseline Target: All Students	48.50%	-6.04%	<input checked="" type="checkbox"/>				
Four Year Cohort Graduation	Stretch Target: All Students	48.50%	-6.04%	<input checked="" type="checkbox"/>				
Four Year Cohort Graduation	Gap-Closing Target: All Focal	40.10%	-7.44%	<input checked="" type="checkbox"/>				
<i>Four Year Cohort Graduation</i>	<i>Difference Between Baseline and</i>			<input type="checkbox"/>	0.00%	0.00%	0.00%	0.00%
Five Year Cohort Completion				<input type="checkbox"/>				
Five Year Cohort Completion	Baseline Target: All Students	61.10%	-7.53%	<input checked="" type="checkbox"/>				
Five Year Cohort Completion	Stretch Target: All Students	61.10%	-7.53%	<input checked="" type="checkbox"/>				
Five Year Cohort Completion	Gap-Closing Target: All Focal	52.70%	-8.29%	<input checked="" type="checkbox"/>				
Five Year Cohort Completion	<i>Difference Between Baseline and</i>			<input type="checkbox"/>	0.00%	0.00%	0.00%	0.00%
9th Grade On-Track				<input type="checkbox"/>				
9th Grade On-Track	Baseline Target: All Students	50.68%	3.49%	<input checked="" type="checkbox"/>		48.53%	48.84%	49.41%
9th Grade On-Track	Stretch Target: All Students	50.68%	3.49%	<input checked="" type="checkbox"/>		48.53%	48.84%	49.41%
9th Grade On-Track	Gap-Closing Target: All Focal	42.71%	4.61%	<input checked="" type="checkbox"/>		43.90%	42.55%	38.24%
9th Grade On-Track	<i>Difference Between Baseline and</i>			<input type="checkbox"/>	0.00%	4.63%	6.29%	11.17%
3rd Grade ELA Proficiency				<input type="checkbox"/>				
3rd Grade ELA Proficiency	Baseline Target: All Students	43.00%	0.00%	<input checked="" type="checkbox"/>	43.86%	47.14%	39.39%	50.59%
3rd Grade ELA Proficiency	Stretch Target: All Students	43.00%	0.00%	<input checked="" type="checkbox"/>	43.86%	47.14%	39.39%	50.59%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal	29.00%	-1.00%	<input checked="" type="checkbox"/>	38.24%	0.47	30.23%	35.90%
3rd Grade ELA Proficiency	<i>Difference Between Baseline and</i>			<input type="checkbox"/>	5.62%	0.48%	9.16%	14.69%
Regular Attenders				<input type="checkbox"/>				
Regular Attenders	Baseline Target: All Students	56.63%	-6.59%	<input checked="" type="checkbox"/>		70.03%	71.62%	74.85%
Regular Attenders	Stretch Target: All Students	56.63%	-6.59%	<input checked="" type="checkbox"/>		70.03%	71.62%	74.85%
Regular Attenders	Gap-Closing Target: All Focal	47.60%	-5.96%	<input checked="" type="checkbox"/>		61.67%	63.01%	68.68%
Regular Attenders	<i>Difference Between Baseline and</i>			<input type="checkbox"/>	0.00%	8.36%	8.61%	6.16%

2019-20 Actual	2020- 21 Actual	2021- 22 Actual	2022-23 Actual	2023- 24 Target	2023-24 Actual	2023- 24 Differ ence	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target	2028-29 Target	2029-30 Target
63.01%	51.74%	50.00%	37.42%	51.00%	40.0%	-11.0%	52.50%	54.00%	55.50%	57.00%		
63.01%	51.74%	50.00%	37.42%	55.00%	40.0%	-15.0%	57.00%	60.00%	62.00%	65.00%		
58.33%	47.50%	36.17%	27.00%	42.00%	31.4%	-10.6%	44.00%	46.00%	48.00%	50.00%		
4.68%	4.24%	13.83%	10.42%	9.00%	8.61%		8.50%	8.00%	7.50%	7.00%	0.00%	0.00%
73.86%	69.33%	62.43%	58.28%	64.00%	41.7%	-22.3%	66.00%	68.00%	70.00%	72.00%		
73.86%	69.33%	62.43%	58.28%	69.00%	41.7%	-27.3%	72.00%	75.00%	78.00%	81.00%		
65.63%	64.52%	56.69%	45.63%	57.00%	33.6%	-23.4%	60.00%	63.00%	66.00%	69.00%		
8.23%	4.82%	5.73%	12.65%	7.00%	8.09%		6.00%	5.00%	4.00%	3.00%	0.00%	0.00%
	42.24%	50.00%	50.00%	52.00%	63.0%	11.0%	55.00%	58.00%	61.00%	64.00%		
	42.24%	50.00%	50.00%	55.00%	63.0%	8.0%	58.00%	61.00%	64.00%	67.00%		
	36.62%	37.70%	41.18%	39.00%	59.0%	20.0%	43.00%	47.00%	51.00%	54.00%		
0.00%	5.62%	12.30%	8.82%	13.00%	3.98%		12.00%	11.00%	10.00%	10.00%	0.00%	0.00%
		26.00%	50.00%	35.00%	40.3%	5.3%	38.00%	41.00%	43.00%	47.00%		
		26.00%	50.00%	50.00%	40.3%	-9.7%	53.00%	56.00%	59.00%	62.00%		
		18.52%	28.57%	20.00%	26.7%	6.7%	24.00%	28.00%	32.00%	36.00%		
0.00%	0.00%	7.48%	21.43%	15.00%	13.61%		14.00%	13.00%	11.00%	11.00%	0.00%	0.00%
	59.91%	53.02%	47.07%	54.00%	48.3%	-5.7%	57.00%	60.00%	63.00%	66.00%		
	59.91%	53.02%	47.07%	57.00%	48.3%	-8.7%	60.00%	63.00%	66.00%	69.00%		
	47.59%	40.13%	40.27%	45.00%	42.6%	-2.4%	49.00%	53.00%	57.00%	61.00%		
0.00%	12.32%	12.89%	6.80%	9.00%	5.76%		8.00%	7.00%	6.00%	5.00%	0.00%	0.00%

Coquille SD 8 - Outcomes and Strategies 25-27



Identifier	Outcome or Strategy	2025-27 Application
Outcome		New for 2025-27
1 Early Lit	Purchase and implement Literacy based curriculum for students aged 3-5 years	New for 2025-27
2 Strategy	Purchase and implement Literacy based curriculum for students aged 3-5 years	New for 2025-27
3 Strategy Early		New for 2025-27
4 Outcome A	SD offers kindergarten readiness education and small elementary class size to establish strong foundation for all learners	Continue from 2023-25 through 2025-27
5 A1	Hire Kindergarten Readiness teacher	Continue from 2023-25
6 A2	Hire Kindergarten readiness EA support	Continue from 2023-25
7 A3	Hire Grade 1 Teacher	Continue from 2023-25
8 Outcome B	SD offers CTE courses to all learners to prepare them for careers/life post high school	Continue from 2023-25
9 B1	Hire CTE - Cosmetology	Continue from 2023-25
10 B2	Hire CTE- Construction/Trades	Continue from 2023-25
11 B3	Hire CTE-Agriculture	Continue from 2023-25
12 Outcome C	SD offers academic and SEL counseling services to all students, K-12+	Continue from 2023-25
13 C1	Hire Academic counselor- CJSHS	Continue from 2023-25
14 C2	Hire Academic counselor- WLHS	Continue from 2023-25
15 C3	Hire SEL counseling CVE	Continue from 2023-25
16 C4	Hire SEL counseling- Winter Lakes community	Continue from 2023-25
17 C5	Hire SEL counseling- CJSHS	Continue from 2023-25
18 C6	Hire SEL counseling - LSEL	New for 2025-27
19 C6	Provide opportunities to extend and maintain summer learning for students - in arts and CTE in PLUS,	Continue from 2023-25
20 Outcome D	SD centers on Equity to support all learners academically, socially, and emotionally.	Continue from 2023-25
21 D1	Equity team created	Continue from 2023-25
22 D2	Tech team created	Continue from 2023-25
23 D3	all students	New for 2025-27
24 Outcome E	SD Provides College-Level opportunities to students through curricular offerings	Continue from 2023-25
25 Strategy E1	Continue to develop AP offerings and Expanded Options courses and partnerships with community colleges and universities	Continue from 2023-25 through 2025-27
26 E2	Support teachers with professional and academic development through college courses and training so as to broaden advanced curricular offerings for students in the Coquille School District.	Continue from 2023-25 through 2025-27

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Coquille

School District #8

WRITTEN REPORTS

WZHS



March 2025

Calendar:

• March is College and Career Month

- March 3-7: College and Career focus Week
- March 6: TRIO Sophomore Field Trip SWOCC
- March 11: RFP Field Trip for Construction
- March 11: Fire Drill
- March 12: Board Meeting
- March 13: KCC Cosmetology Field Trip
- March 14: Progress Reports
- March 14: TISS Trauma Training
- March 17: St. Patrick's Day
- March 20: College 101 Field Trip
- March 24-28: Spring Break
- April 1: NCRC Testing

Learning Focus:

- College and Career deeper dive
- On track for Graduation

Invitation:

- come join us the first week to help students write resumes and do practice interviews.



COQUILLE JUNIOR HIGH SCHOOL
REPORT

CALENDAR

March 4th	8th Grade Parent Meeting- Planning for Freshman Year
March 6th	CJSHS Rooter Bus- Girl's State Playoff Game
March 14th	Clambake Festival @ Mill Casino Jr. High Dance 7:00-9:00 PM
March 18th	7th Grade U of O Field Trip
March 24th-28th	Spring Break

LEARNING FOCUS

- 7th and 8th Grade Math students are learning Geometric functions and terminology that will be required to show mastery of concepts.
- 7th grade Social Studies students are learning about the geographical regions of the Mediterranean and ancient civilizations from there, while the 8th grade students are comparing and contrasting the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.
- 7th and 8th grade ELA students are working diligently on their book report projects for the upcoming final term.
- 7th grade Science students have begun their introduction to the periodic table and its relative properties, 8th grade students are learning the aspects of atomic properties and their variances.

PLEASE JOIN US!

- Join our High School and Junior High students as we go over to the State Tournament in Coos Bay to root on our Girl's basketball team and show our school pride!
- Spend an evening with Junior High students at their Spring Dance!



COQUILLE HIGH SCHOOL REPORT

CALENDAR

March 10	11 th Grade ELA SBAC Testing Begins
March 10	Doctor Career Talk
March 11	AG CTE Advisory Committee Meeting
March 14	Clambake Jazz Festival @ Mill Casino
March 14	Junior High Dance
March 15	State Robotics Competition
March 15	Project Graduation Senior Dinner and Auction
March 17	HS Band Festival @ Marshfield
March 18	7th Grade U of O Field Trip
March 20	College 101 @ SWOCC ALL Juniors
March 24-28	Spring Break

LEARNING FOCUS

AP Biology Students went on a field trip to view a cadaver dissection at SWOCC.

Robotics students are fine tuning their physical robots and the code for the upcoming State Robotics Competition.

11th grade ELA students have been preparing to take their SBAC test.

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 watch the Coquille High School Jazz Band while they perform at the Clambake Festival on Friday, March 14th in the Salmon Room. High school bands perform from 10:00 AM – 1:30 PM.



Coquille Valley Elementary School Board Report for 3/12/2025



March Calendar: 14 student contact days

March 2nd- National Read Across America Day

Week of March 4th- Classified Appreciation Week

Read Across America Week and Spirit Week

March 4th and 5th- 4th grade field trip to Coos History Museum & Plankhouse

March 5th- Dr. Seuss night at CVE 5:30-7:30

March 7th- end of 2nd trimester

March 10- ELPA State testing for EL students

March 11th and 13th- AR reward- Skating at the Coquille Community Center

March 14th- No School- Conference Day

March 21- PBIS Assembly and Staff vs Student basketball game

Week of 3/24- Spring Break

Principal's Message

As the flowers bloom and the days grow longer, we welcome the fresh energy that spring brings to our school community! This season is a time of growth, renewal, and exciting learning opportunities for our students.

Our teachers and staff have been working hard to provide engaging lessons and activities that inspire curiosity and creativity. With spring also comes a variety of school events, including field trips, spring concerts, and outdoor learning experiences. During the spring we also have state testing for all our students in 3rd-6th grade(s) in ELA and Math.

As we move forward, let's continue to support one another, celebrate our students' achievements, and embrace the joy of learning. Thank you for your partnership in making our school a nurturing and thriving environment for every child.

Wishing you a wonderful and vibrant spring season!

Classified Employees Week

I want to take a moment to express my appreciation for our dedicated classified employees. Last week we celebrated and recognized our Classified Employees for their hard work and dedication to the students.

These hardworking individuals—our secretaries, custodians, food service workers, educational assistants, librarians, bus drivers, and many more—are the backbone of our schools. Their contributions ensure a safe, clean, and supportive learning environment for our students and staff. Their dedication and commitment often go unnoticed, but their impact is invaluable.

Thank you for your time and for your ongoing support of all school employees.

End of the 2nd trimester and Accelerated Reader (AR) Goals

The end of the second trimester is on Thursday, March 6th and there will be a reward for all students that meet their independent reading goal for AR the following week. At last count we had over 150 students that met their goal. Students that met their reading goal are going to attend a skating party at the community center.

Spirit Week and Dr. Seuss Night

Read Across America Week is an annual event at CVE that promotes literacy and encourages a love for reading among students. Traditionally held during the first week of March, it often coincides with Dr. Seuss's birthday on March 2. We held our annual Dr. Seuss night on March 6th, and it was a huge success with an amazing turnout from the community. A huge thank you to all the staff that contributed to making the event a memorable one!



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 – March Board Report

March Calendar:

3-7: Read Across America & Classified Appreciation Week

6: End of 2nd Trimester

7: Teacher Workday

12: Board Meeting @ 6:00

13: Lion Paw Assembly

14: No School – Parent Teacher Conferences

18: Fire Drill @ 12:45

21: Character Trait Assembly – Creativity @ 9:00

24-28: Spring Break



Volcano experiment in Mrs. Wilson's 1st grade classroom.

Learning-Focused

We recently had the privilege of celebrating our amazing and dedicated classified staff. Classified staff support instruction, supervise meals and recesses, implement positive behavior supports, and build relationships with students to help them thrive. We are deeply grateful for each and every classified staff member and appreciate all they do to help our students thrive.

As we begin the final semester, our teachers are focused on ensuring that every student has the foundational skills needed for continued success as they prepare for the next grade level. Kindergarten teachers continue to monitor data and groups during their walk to read instructional time. This ensures students receive instruction at their 'just right' level.

Invitation

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

You are welcome anytime at Lincoln!



COQUILLE SCHOOL DISTRICT #8

March 12, 2025

DISTRICT TEST COORDINATOR

Teachers who facilitate state testing received their annual training on February 14, our recent PD day. Testing for English Language Learners has begun; testing in math, English, and science will begin after Spring Break for most students. An exception is the 11th grade students at CHS who began testing on March 10th.

In May, the SAT will be offered at WLHS, followed by AP exams in Biology, American Literature, and Calculus AB. The testing cycle closes with a second SAT exam offered the first Saturday in June.

TITLE FUNDS

Our District translator, Principal Armando Ruiz, Jacob Artman, Aaron Larson, and I attended the Multilingual/English Language Learner conference in Eugene at the end of February. We learned about a pilot program for the new Title III (English Language Learner) reporting, which will become mandatory in September of 2025. We will be participating in this opportunity. Principal Ruiz and the CVE staff hosted a highly anticipated and well attended Dr. Seuss night on March 5th. Teachers and staff at both CVE and LSEL hosted “spirit days” to celebrate Dr. Seuss and the legacy of literacy created for readers everywhere.

Our final PD day, April 4th, will feature a survey of CEA teachers regarding Professional Development offerings in the 25-26 school year. Health PD is being scheduled for the beginning of the upcoming school year. THANK YOU, Board members, for approving our proposed health curriculum text adoption!

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; 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 entry at Winter Lakes Elementary and adding keyless entry front doors to Coquille Junior Senior High School. Denese and I recently completed required progress reporting for the federal COPS grant.

The application for our Integrated Programs grants (High School Success, Student Investment Account, Early Intervention Indicator System, and Early Literacy) opened on March 2 and is due by April 30th. The data report referenced then shared at the February board meeting will help inform our application. I anticipate submitting a “White Paper” of current positions/purchases funded within these grants for the Board’s information and approval.

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 with three more meetings to be held soon.

EQUITY TEAM

Our Equity Team has met four times in person since the beginning of the school year. 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, Greer Lally, Bethany Watts, Jake Cochran, and Sondra Sperling; administrators Tanya Sinko and Amy May; and Stephanie Kelner is our EA representative. We will expand the team to include students and community members for the following year.

We have discussed handbook alignment across campuses, especially in areas governed by Board policy. We continue to discuss revision to the Equity stance crafted some time ago as well as the possibility of a web page.

PROFESSIONAL DEVELOPMENT

At our final PD day on April 4th, we will have reporting from the EL/ML conference as well as time for completion of employee input regarding Professional Development next year. Our IXL consultant, Melinda Bessner, will be facilitating training at CVE to support teachers’ use of this program to inform instruction and determine student needs.

COQUILLE SPECIAL PROGRAMS REPORT

SPECIAL EDUCATION

Connecting with early childhood families that have ISPS's to schedule transition meetings to convert them to IEP's as the students enter kindergarten. There are two vastly different agencies, with different rules, reporting, requirements, as we move a student from four year old ECSE to kindergarten. An advantage we have is that both are in one building, so it makes it easier to schedule meetings with parents.

MAINTENANCE

The department has done a great job getting ready for spring athletics, track and field, softball and baseball. Tons of work to do at each location but we are ready for athletes to take the field.

We have a plethora of work orders to get through, but we are making progress. Our buildings are old, and need constant care, especially regarding plumbing, door/locks, and electrical work. We have daily maintenance requests for toilets/sinks, and doors/locks.

Maintenance will have a spring sale. We will also be relocating the shop to the new building.

THREAT ASSESSMENTS

Three this last month. Each threat assessment produced a safety plan for the student. The goal is to create a plan that keeps the student safe and learning, along with their peers. Again, I will recognize the work that Deputy Owens provides by being part of our team.

Jeff 3/8/25

Coquille High School Athletic Director Report March 2025

Calendar:

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

Areas of Focus and Note:

Girls wrestling placed 10th at the state tournament out of 70 schools competing in the 4A/3A/2A/1A Division. Paisley Morrison was the 140 lb. State Champion and Coral Averett placed 3rd at 145 lbs. Both wrestlers are freshman this year! On the boys' side, Camaron Houston capped off his senior year with a 3rd place finish at 165 lbs.

Girls' basketball advanced to the state play-offs. Final eight update will be available after 3/8/2025. The high school girls' basketball team was also recognized as the OSAA Team of the Month for February!

The CHS high school varsity and JV chess teams recently placed 2nd in the 1A-3A division of the team state tournament.

Jr Hi girls' basketball recently completed their season. The 7th and 8th grade teams had a combined record of 30-1. 8th graders went undefeated on the year! 7th grade dropped one game to Marshfield but avenged that loss with two other wins over the Coos Bay team.

The 2025-2026 football, soccer and volleyball schedules are complete.

The CHS Trap Team is organizing for their third year.

Junior High track and field practice began on March 10th. High school spring sports began practice on March 3rd.

Spring sports schedules are posted on the OSAA website and athletic.net for track & field.

The athletic department will be switching over to Final Forms beginning in the fall of 2025. This system will allow parents to digitally submit required forms such as sports physicals and proof of insurance. Current information on students is also available to coaches and advisors. The organization claims to serve schools with streamlined registration, communication, and risk management solutions.

Invitation:

The next meeting of the Coquille Booster Club is at 6:00pm, on April 7th at the CHS Library.

Project Graduation is hosting a dinner/auction on March 15th at the Community Building.

The Coquille Red Devil Mat Club is hosting a dinner/auction at the Community Building on March 29th.

You are welcome to attend these events.

3:30 pm - 12:00 am ● Cheer Tryouts

March 13, 2025

Thursday

All-day ● Softball

All-day ● Baseball HS

12:00 am - 5:30 pm ● Cheer Tryouts

4:00 pm - 5:30 pm ● Spring Soccer

March 14, 2025

Friday

12:00 am - 5:30 pm ● Softball

12:00 am - 7:30 pm ● Baseball HS

4:00 pm - 6:00 pm ● Cheer Tryouts

March 16, 2025

Sunday

5:30 pm - 7:30 pm ● Indoor Soccer

March 17, 2025

Monday

3:30 pm - 12:00 am ● HS Baseball

5:30 pm - 12:00 am ● HS Softball

March 18, 2025

Tuesday

All-day ● HS Baseball

All-day ● HS Softball

4:00 pm - 11:59 pm ● Baseball @ Brookings

4:00 pm - 11:59 pm ● Softball v Brookings

March 19, 2025

Wednesday

All-day ● HS Baseball

All-day ● HS Softball

8:00 am - 12:00 am ● Oregon State FFA Convention

March 20, 2025

Thursday

All-day ● HS Baseball

All-day ● HS Softball

All-day ● Oregon State FFA Convention

4:30 pm - 11:59 pm ● Softball @ Umpqua Valley Christian

March 21, 2025

Friday

12:00 am - 5:00 pm ● HS Baseball

12:00 am - 7:30 pm ● HS Softball

All-day ● Oregon State FFA Convention

All-day ● Softball @ Waldport Tournament

March 22, 2025

Saturday

All-day ● Oregon State FFA Convention

All-day ● Softball @ Waldport Tournament

March 23, 2025

Sunday

12:00 am - 9:00 pm ● Oregon State FFA Convention

5:30 pm - 7:30 pm ● Indoor Soccer

March 24, 2025

Monday

1:00 pm - 11:59 pm ● Baseball v Dayton

3:00 pm - 11:59 pm ● Baseball v Dayton

March 26, 2025

Wednesday

All-day ● White Buffalo Classic

March 27, 2025

Thursday

All-day ● White Buffalo Classic

March 30, 2025

Sunday

5:30 pm - 7:30 pm ● Indoor Soccer

April 2, 2025

Wednesday

2:00 pm - 11:59 pm ● Softball @ Creswell

4:00 pm - 11:59 pm ● Softball @ Creswell

April 4, 2025

Friday

All-day ● District Floriculture & Dairy Foods

2:00 pm - 11:59 pm ● Baseball @ Elmira

4:00 pm - 11:59 pm ● Baseball @ Elmira

April 9, 2025

Wednesday

8:00 am - 8:30 am ● Coquille FFA Chapter Meeting

April 10, 2025

Thursday

4:00 pm - 11:59 pm ● Baseball @ Bandon

4:00 pm - 11:59 pm ● Softball @ Bandon

April 11, 2025

Friday

All-day ● District Meats

April 12, 2025

Saturday

All-day ● CYAC Sheep/Goat/Hog Weigh-in

12:00 pm - 11:59 pm ● Baseball v Oakland

2:00 pm - 11:59 pm ● Baseball v Oakland

April 15, 2025

Tuesday

5:00 pm - 11:59 pm ● Baseball @ Douglas

5:00 pm - 11:59 pm ● Softball @ Douglas

April 18, 2025

Friday

3:00 pm - 11:59 pm ● Baseball v Douglas

3:00 pm - 11:59 pm ● Softball v Douglas

5:00 pm - 11:59 pm ● Baseball v Douglas

5:00 pm - 11:59 pm ● Softball v Douglas

April 22, 2025

Tuesday

5:00 pm - 11:59 pm ● Baseball v Glide

5:00 pm - 11:59 pm ● Softball v Glide

April 25, 2025

Friday

3:00 pm - 11:59 pm ● Baseball @ Glide

3:00 pm - 11:59 pm ● Softball @ Glide

5:00 pm - 11:59 pm ● Baseball @ Glide

5:00 pm - 11:59 pm ● Softball @ Glide

April 29, 2025

Tuesday



Coquille School District Technology Report

3-06-25

February has been a busy month for Coquille Schools technology department. There have been a lot of things in motion in technology this last month.

Our COPS grant Intercom installations project at our schools has been going well as of yesterday, our contractors had completed Lincoln School of Early Learning and have begun work at Coquille Junior Senior High School. I have done an inspection of the work completed at Lincoln School and plan to contact our contractors about a few minor discrepancies that will need some adjustment. I have heard many positive remarks about the new intercom systems. The High School intercoms will be a bit bigger installation than the last two schools but will be great once it is completed because CJSHS will have a fully functional intercom system once completed. My department has been supporting these intercom installations by ensuring that the intercom contractors have network ports in switches to plug their devices into. At Lincoln we had to hastily replace three classroom network switches because the switches that were being used were too old to support the technology required by the intercom system. In a forward look at what kind of upgrades will be needed at CJSHS for the intercom system it does look like there may be a few switches that may need replacement so that we can provide additional ports that are not currently available for the intercom call switches and speakers. Fortunately, I do believe we have the necessary switches for these adjustments on-hand as spare rainy-day replacements.

This last month the IT department spent a good deal of time working to improve our Microsoft Windows student workstations located at WLHS. Mr. Cotrell has been working to upgrade parts on the inside of these workstations to improve their function and help these devices to stay on standard longer so far, he has upgraded approximately 35-40 workstations. We have also created a new student-oriented standard configuration template for these workstations, that allows students to utilize these computers for school purposes but also prevents students from making any settings changes to the workstations or changing the lock screens and desktop backgrounds. All student workstations are now branded with Coquille school district logos and branding for their lock screens and desktop backgrounds. These new configuration settings are being pushed out to these computers through a server distributed group policy.

Recently, we lost our KRWL radio tower operation to a fire. We have been getting replacement equipment ordered. Soon we will begin getting this equipment set up. In the meantime, Mr. Sandberg has been pulling double-duty trying to stream away games so we can supply this benefit for our families and the public at home that can't be at these games to watch. This has also been allowing us to continue broadcasting our games over YouTube which is also a great benefit while our radio is down. Winter sports are coming to an end and we will soon begin into our spring sports season.

Transportation/Bus WIFI our e-rate request from last year has come through over last weekend LTE wireless devices were installed in 13 of our district school buses so they will be able to provide quality "filtered" WIFI internet access for our youth while they are traveling on our buses. This system also provides GPS and speed tracking for management purposes. The Bus WIFI system is a fully enclosed system that is being provided by a company called Kajeet.

Early in February we purchased forty new Dell laptops to upgrade many teacher workstations the team has been working diligently getting these new laptops out to teachers throughout the district that were still using the older Dell 3510 laptops which were originally purchased in 2020, we have replaced approximately 28 laptops over the last couple of weeks. We still have more to go out and we are working to get those out to teachers.

We did a walk through at CVE, Lincoln and CJSHS with contractors for a data re-cabling project that we are working on through e-rate this year. In the past there were many data cables that had been run across roof tops. These conditions for these cables will ultimately wear down the lifetime of these cables. They are not made to just lay upon the roof tops and will eventually cause the devices that are connected to them to stop functioning. This project is in the works so that we can get this future problem fixed before we lose use of these cables because of general weather wear and tear. The contractors that were present for this walk-through will be presenting quotes to compete for this data re-cabling project that will be funded with e-rate dollars.

Over the next few months we have many equipment installations that need completed, we have 6 new computers to be installed at WLE as part of their new STEM maker space. We have a Pearson Vue testing center to be setup and configured so we can begin allowing the public to test for their GED. We are also beginning our year maintenance routines as we move closer towards summer.

From Feb 7th to Mar 7th there have been 26 completed technology work orders.

(This number does not include various emails sent as requests for support)

Respectfully,

A handwritten signature in black ink, appearing to read 'Sean Wirebaugh', is written over a light gray rectangular background.

Sean Wirebaugh, Technology Director



**Transportation:
March 2025**

This past month Transportation has finished transporting winter sports. This included transporting girls high school basketball to the first playoff game at North Bend High School. We transported the girls' basketball team, pep band, cheer team, and around a hundred students to the game. We used one big bus, four minibuses, two vans, and one SUV to accomplish this during the school day. A big thank you to district staff who are type 10 or 20 certified drivers for helping transport as well as the transportation team with washing these vehicles ensuring Coquille looks great showing up to the play offs.

It is with great sadness that I inform you our substitute bus driver we recently hired has passed away unexpectedly. He will be missed and thought of often. This means for the next few months until Susan Shepherd returns from medical leave I will be driving a route every day. To cover any sports, field trips, or driver absences, our sped driver Kim Larkin will cover a regular route and Sierra Britton will cover the sped route ensuring we have coverage for trips and routes. Our Transportation Department is amazing during these times making sure we do what we must to make sure we provide great service to our students.

As spring approaches, we look forward to the many yearly field trips and spring sporting trips.

Respectfully.

Nate

FOOD SERVICE BOARD REPORT

FOOD SERVICE

February At a Glance

Total Days with staff out in February: 16 days

February menus were completed and sent to all schools.

50+ sack lunches for field trips

CATERING OPPORTUNITIES

420 cookies for Dr. Suess night at CVE

100 cookies for Classified staff appreciation

Cater meal at the district office March 11th

Cater Board meeting meal March 12th

NSLP Audit; Wrapping up this week.

LOOKING AHEAD IN MARCH

USDA commodity delivery end of March

National Research Study team here March 11-12th.

Gearing up for summer food program-SFSP

School Resource Deputy Report March Board Meeting

- *Welfare check on a student. Followed up with a DHS report.
- *Drivers education continues we will be sometime in April.
- *Threat assessment at Lincoln.
- *Threat assessment at Winter Lakes HS.
- *Student issue at CVE. Followed up with a DHS report.
- *Assisted with student issue at CHS/Jr High School.
- *Referred a student to Coos County Juvenile Department for MIP Marijuana.
- *Follow up on a report of one of our students being offered steroids at a local gym.
- *Assisted with one of our students who was reported as a runaway.
- *Sgt Boswell responded to a report of a student having a gun at WLHS. Not as reported. The student and parent mentioned were spoken to by the Sgt. (This was on a day I was not at work).
- *Followed up on suspicious circumstances at Lincoln School. A male subject in a car followed one of our parents who was in her car on campus. The individual was saying things that didn't make sense. I was able to locate this individual later and trespass him from all school district property.
- *Vape pen confiscated from student at WLHS.
- *Welfare checks on two students, one at WL Jr. High and CVE.
- *Assisted with WL Elementary student.
- *Assisted with a couple of students at Lincoln school who were refusing to follow staff directions.

END OF REPORT

Submitted by SRD John Owens

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Coquille

School District #8

FISCAL REPORTS

**COQUILLE SCHOOL DISTRICT #8
APPROPRIATIONS BY FUND & FUNCTION**

3/10/2025

FUND #		Adopted Budget 2024-2025	Function 1XXX Instruction	Adopted Budget 2024-2025	Function 2XXX Support Services	Adopted Budget 2024-2025	Function 3XXX Enter. & Comm. Svcs.	Adopted Budget 2024-2025	Function 4XXX Facilities Acq. & Const.	Adopted Budget 2024-2025	Function 5XXX Interag./Fund Trans.	Adopted Budget 2024-2025	Function 6XXX Contingency	Adopted Budget 2024-2025	Function 7XXX Unapp. EFB
100	Actuals	\$ 9,447,392	\$ 5,005,095	\$ 7,307,492	\$ 4,707,749	\$ 299,842	\$ 176,782	\$ -	\$ -	\$ 885,790	\$ 505,680	\$ 1,000,000	\$ -	\$ -	\$ -
100	Encumbrances	\$ -	\$ 4,481,062	\$ -	\$ 2,216,307	\$ -	\$ 92,439	\$ -	\$ -	\$ -	\$ 346,258	\$ -	\$ -	\$ -	\$ -
		\$ (38,766)	\$ 9,486,158	\$ 383,436	\$ 6,924,056	\$ 30,622	\$ 269,221	\$ -	\$ -	\$ 33,852	\$ 851,938	\$ 1,000,000	\$ -	\$ -	\$ -
2XX	Actuals	\$ 2,452,404	\$ 1,290,965	\$ 1,141,669	\$ 706,104	\$ 1,281,398	\$ 748,854	\$ 671,638	\$ 485,458	\$ 82,846	\$ 140,728	\$ -	\$ -	\$ -	\$ -
2XX	Encumbrances	\$ -	\$ 810,165	\$ -	\$ 414,519	\$ -	\$ 492,920	\$ -	\$ 156,066	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ 351,275	\$ 2,101,129	\$ 21,047	\$ 1,120,622	\$ 39,624	\$ 1,241,774	\$ 30,114	\$ 641,524	\$ (57,882)	\$ 140,728	\$ -	\$ -	\$ -	\$ -
3XX	Actuals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 700,000	\$ -	\$ -	\$ -	\$ -	\$ -
3XX	Encumbrances	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 700,000	\$ -	\$ -	\$ -	\$ -	\$ -
4XX	Actuals	\$ -	\$ -	\$ 204,000	\$ 154,738	\$ -	\$ -	\$ 6,000,000	\$ 798,248	\$ 330,000	\$ 414,000	\$ -	\$ -	\$ -	\$ -
4XX	Encumbrances	\$ -	\$ -	\$ -	\$ 11,900	\$ -	\$ -	\$ -	\$ 470	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ 37,362	\$ 166,638	\$ -	\$ -	\$ 5,201,282	\$ 798,718	\$ (84,000)	\$ 414,000	\$ -	\$ -	\$ -	\$ -
7XX	Actuals	\$ -	\$ -	\$ -	\$ -	\$ 8,243	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7XX	Encumbrances	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ 8,243	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL:		\$ 11,899,796	\$ 11,587,287	\$ 8,653,161	\$ 8,211,316	\$ 1,589,484	\$ 1,510,995	\$ 6,671,638	\$ 1,440,241	\$ 1,998,636	\$ 1,406,666	\$ 1,000,000	\$ -	\$ -	\$ -
		312,509		441,845		78,489		5,231,396		591,970		1,000,000		-	

COQUILLE SCHOOL DISTRICT #8
Year-to-Date Activity & Forecast
GENERAL FUND

Jan-25

<i>Account #</i>	<i>Revenues:</i>	Adopted Budget 2024-2025	Actual July	Actual August	Actual September	Actual October	Actual November	Actual December	Actual January	Estimate February	Estimate March	Estimate April	Estimate May	Estimate June	Actual/ Estimate Totals	Difference Actual/Estimate to Budget
5400	Beginning Fund Balance	1,900,000	-	-	-	-	-	2,032,847	-	-	-	-	-	-	2,032,847	(132,847)
111x	Property Taxes	2,706,000	-	18,289	15,842	22,145	2,498,287	20,506	49,771	39,000	39,000	39,000	39,000	94,711	2,875,551	(169,551)
1510	Interest	230,000	22,372	24,624	21,565	19,089	18,407	22,138	20,900	19,167	19,167	19,167	19,167	19,167	244,929	(14,929)
17xx	Student Fees	28,000	-	508	3,417	5,363	1,618	1,388	423	2,800	2,800	2,800	2,800	2,800	26,717	1,283
1810	Child Development Center	121,000	7,459	18,572	25,239	9,317	9,826	6,715	5,855	9,500	9,500	9,500	9,500	9,500	130,481	(9,481)
1910	Rentals	25,000	-	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	20,790	4,210
1940	Services Provided Other LEA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1990	Miscellaneous Revenue	60,000	4,728	4,711	781	6,196	1,141	2,310	172,915	5,000	5,000	5,000	5,000	15,283	228,065	(168,065)
1991	Reimbursable Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2101	County School Fund	14,500	-	5	-	20,494	-	-	23	30	-	-	4,435	-	24,987	(10,487)
1299	HERT Tax	5,000	-	-	-	-	-	-	-	-	1,500	-	-	1,000	2,500	2,500
3101	State School Fund	13,675,089	2,302,288	1,150,453	1,150,453	1,150,387	1,150,321	1,150,387	1,150,453	1,135,817	1,135,817	1,135,817	795,812	-	13,408,005	267,084
3103	Common School Fund	174,427	-	-	-	-	-	-	80,406	-	-	-	-	87,214	167,620	6,807
3299	Other Restricted State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3910	DHS-Child Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4801	Federal Forest Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
490X	Revenue on Behalf of District	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200	Interfund Transfers	1,500	-	-	-	1,500	-	-	-	-	-	-	-	-	1,500	-
	TOTAL REVENUES:	18,940,516	2,336,846	1,219,051	1,219,187	1,236,380	3,681,490	3,238,179	1,482,635	1,213,204	1,214,674	1,213,174	877,604	231,565	19,163,991	(223,475)

<i>Account #</i>	<i>Expenditures:</i>	Adopted Budget 2024-2025	Actual July	Actual August	Actual September	Actual October	Actual November	Actual December	Actual January	Estimate February	Estimate March	Estimate April	Estimate May	Estimate June	Actual/ Estimate Totals	Difference Actual/Estimate to Budget
100	Salaries	8,343,635	227,018	279,072	703,239	711,179	783,816	726,585	704,520	695,000	695,000	695,000	695,000	1,600,000	8,515,430	(171,794)
200	Benefits	5,865,030	134,764	158,541	462,673	463,433	485,414	497,067	472,086	470,000	470,000	470,000	470,000	1,138,000	5,691,978	173,052
300	Purchased Services	1,314,490	61,039	70,655	46,736	96,099	82,471	57,523	120,029	125,000	125,000	125,000	125,000	37,019	1,071,571	242,919
400	Supplies & Materials	1,094,186	119,005	173,071	172,281	60,503	50,014	42,244	47,840	75,000	75,000	75,000	70,000	96,976	1,056,934	37,252
500	Capital Outlay	41,714	11,725	13,566	3,849	5,021	970	-	4,413	-	-	-	-	6,583	46,127	(4,413)
600	Other	1,121,460	412,584	35,696	17,362	114,678	61,250	12,077	15,364	132,084	16,464	122,041	235,718	5,750	1,181,069	(59,609)
700	Transfers Out	160,000	-	-	-	160,000	-	-	-	-	-	-	-	-	160,000	-
800	CONTINGENCY:	1,000,000	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000,000
	TOTAL EXPENDITURES:	18,940,516	966,135	730,601	1,406,140	1,610,912	1,463,937	1,335,495	1,364,253	1,497,084	1,381,464	1,487,041	1,595,718	2,884,328	17,723,109	1,217,407

ESTIMATED FUND BALANCE/ CARRYOVER AT MONTH END:	1,370,711	1,859,161	1,672,208	1,297,676	3,515,230	5,417,914	5,536,296	5,252,416	5,085,626	4,811,759	4,093,645	1,440,882
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PROJECTED ENDING FUND BALANCE												1,440,882	-
PROJECTED ENDING FUND BALANCE PERCENTAGE OF ACTUAL (FORECAST) REVENUE AT 6/30/2025												8%	

COQUILLE SCHOOL DISTRICT #8

Year-to-Date Activity & Forecast

GENERAL FUND

For the period ending January 31, 2025

ACTIVITY

	Adopted Budget 2024-2025	YTD Actuals through Current Month	Encumbrances	Actuals Including Encumbrances	Forecast through 6/30/2025	% Actual to Budget	Over/ (Under) Budget
Revenues:							
Beginning Fund Balance	1,900,000	2,032,847	-	2,032,847	2,032,847	106.99%	132,847
Property Taxes	2,706,000	2,624,840	250,711	2,875,551	2,875,551	97.00%	169,551
Interest	230,000	149,094	95,835	244,929	244,929	64.82%	14,929
Student Fees	28,000	12,717	14,000	26,717	26,717		(1,283)
Child Development Center	121,000	82,981	47,500	130,481	130,481	68.58%	9,481
Rentals	25,000	11,340	9,450	20,790	20,790	45.36%	(4,210)
Services Provided Other LEA	-	-	-	-	-		-
Miscellaneous Revenue	60,000	192,782	35,283	228,065	228,065	321.30%	168,065
Reimbursable Income	-	-	-	-	-	#DIV/0!	-
County School Fund	14,500	20,522	4,465	24,987	24,987	141.53%	10,487
HERT Tax	5,000	-	2,500	2,500	2,500		(2,500)
State School Fund	13,675,089	9,204,742	4,203,263	13,408,005	13,408,005	67.31%	(267,084)
Common School Fund	174,427	80,406	87,214	167,620	167,620	46.10%	(6,807)
Other Restricted State Revenue	-	-	-	-	-		-
DHS-Child Care	-	-	-	-	-	#DIV/0!	-
Federal Forest Fees	-	-	-	-	-	#DIV/0!	-
Revenue on Behalf of District	-	-	-	-	-	0.00%	-
Interfund Transfers	1,500	1,500	-	1,500	1,500	100.00%	-
TOTAL:	18,940,516	14,413,770	4,750,221	19,163,991	19,163,991	76.10%	223,475
Expenditures:							
Salaries	8,343,635	4,135,430	4,380,000	8,515,430	8,515,430	49.56%	171,794
Benefits	5,865,030	2,673,978	3,018,000	5,691,978	5,691,978	45.59%	(173,052)
Purchased Services	1,314,490	534,552	537,019	1,071,571	1,071,571	40.67%	(242,919)
Supplies & Materials	1,094,186	664,958	391,976	1,056,934	1,056,934	60.77%	(37,252)
Capital Outlay	41,714	39,544	6,583	46,127	46,127	94.80%	4,413
Other	1,121,460	669,012	512,057	1,181,069	1,181,069	59.66%	59,609
Transfers Out	160,000	160,000	-	160,000	160,000	100.00%	-
SUB-TOTAL:	17,940,516	8,877,474	8,845,635	17,723,109	17,723,109	49.48%	(217,407)
CONTINGENCY:	1,000,000	-	-	-	-		
TOTAL:	18,940,516	8,877,474	8,845,635	17,723,109	17,723,109		
PROJECTED ENDING FUND BALANCE						1,440,882	
PROJECTED ENDING FUND BALANCE PERCENTAGE OF ACTUAL (FORECAST) REVENUE AT 6/30/2025						8%	



Coquille

School District #8

SUPERINTENDENT'S REPORT

Coquille School District - POPULATION ONLY REPORT

February 28, 2025

Lincoln

PK-4 50 (PK - Not Calculated in Grand Total)

KG 84

1st 79

Total 163

CVE

2nd 61

3rd 73

4th 69

5th 77

6th 57

Total 337

CJSHS

7th 73

8th 51

9th 66

10th 67

11th 52

12th 49

Total 358

WLE - Winter Lakes Elementary

KG

1st

2nd 11

3rd 12

4th 10

5th 18

6th 16

7th 22

8th 27

116

WLS - Winter Lakes High School

8th 2

9th 42

10th 51

11th 71

12th 96

Total 262

Grand Total 1236 (Does not include PK)



Coquille

School District #8

Discussion/Action

Coquille School Dist. #8
2025-2026 School Year Calendar

Master
DRAFT

July							0	(21)	January							
S	M	T	W	T	F	S			S	M	T	W	T	F	S	
		1	2	3	4	5		1 - New Years					1	2	3	
6	7	8	9	10	11	12	4 - 4th of July - Daycare Closed	1 - 2 Winter Break	4	5	6	7	8	9	10	
13	14	15	16	17	18	19		19 - MLK Jr Day-Holiday	11	12	13	14	15	16	17	
20	21	22	23	24	25	26		23 - END SEMESTER 1	18	19	20	21	22	23	24	
27	28	29	30	31				26 - (PK-12 No School) Semester Grade	25	26	27	28	29	30	31	
							Student Contact Days 00	Student Contact Days 18								
August							(4)	(20)	February							
S	M	T	W	T	F	S			S	M	T	W	T	F	S	
					1	2	11 - Online Registration Opens									
							18-19 In-Person Registration		1	2	3	4	5	6	7	
3	4	5	6	7	8	9	20 - New Teacher Orientation		8	9	10	11	12	13	14	
10	11	12	13	14	15	16	25 - In-Service Day ALL Staff Mandatory	16 - President's Day	15	16	17	18	19	20	21	
17	18	19	20	21	22	23	26 - PD/27-28 - Wk Day	27 - Work Day/PD (Prog RPT)	22	23	24	25	26	27	28	
24	25	26	27	28	29	30	29 - Non-Contract Day									
31							Student Contact Days 00	Student Contact Days 18								
September							(22)	(17)	March							
S	M	T	W	T	F	S			S	M	T	W	T	F	S	
							1 - Labor Day									
	1	2	3	4	5	6	2 - Grades 1-9 1st day of school		1	2	3	4	5	6	7	
7	8	9	10	11	12	13	3 - 10-12 CHS 1st day of School	6 - Conf (PK-6) No School	8	9	10	11	12	13	14	
14	15	16	17	18	19	20	4 - Kindergarten 1st day of School	23-27 Spring Break	15	16	17	18	19	20	21	
21	22	23	24	25	26	27	8 - PK 1st day of school		22	23	24	25	26	27	28	
28	29	30					***19 - PD - See note below	Student Contact Days 16	29	30	31					
							Student Contact Days 20	Student Contact Days 17 (CHS)								
October							(23)	(21)	April							
S	M	T	W	T	F	S			S	M	T	W	T	F	S	
			1	2	3	4	3 - Work Day/PD (Prog RPT)	9 - End of Quarter 3				1	2	3	4	
5	6	7	8	9	10	11	9 - PM Conferences at CHS	10 - (PK-12 No School) Wk Day	5	6	7	8	9	10	11	
12	13	14	15	16	17	18	10 - Early Release (PK-12) 1pm	24 - Non-Contract Day	12	13	14	15	16	17	18	
19	20	21	22	23	24	25	30 - End of Q1		19	20	21	22	23	24	25	
26	27	28	29	30	31		31 (No School) Work Day		26	27	28	29	30			
							Student Contact Days 21	Student Contact Days 20								
November							(16)	(20)	May							
S	M	T	W	T	F	S			S	M	T	W	T	F	S	
						1	10 - Non-Contract Day									
							11 - Veteran's Day	8 - Work Day/PD (Prog RPT)						1	2	
2	3	4	5	6	7	8	***24 - PD - See note below	22 - Non-Contract Day	3	4	5	6	7	8	9	
9	10	11	12	13	14	15	24 PD, 25, 26, 28 Non-Cont.	25 - Memorial Day	10	11	12	13	14	15	16	
16	17	18	19	20	21	22	27 - Thanksgiving Holiday	28 - PK Graduation	17	18	19	20	21	22	23	
23	24	25	26	27	28	29	28 - Unpaid Cert.		24	25	26	27	28	29	30	
30							Student Contact Days 13	Student Contact Days 18								
December							(16)	(10)	June							
S	M	T	W	T	F	S			S	M	T	W	T	F	S	
	1	2	3	4	5	6	5 - Conf (PK-6) No School	5 - WLHS Graduation								
							12 - Work Day/PD (Prog RPT)	7 - CHS Graduation	31	1	2	3	4	5	6	
7	8	9	10	11	12	13	19 - Early Release (PK-12) 1pm	11 - END SEMESTER 2	7	8	9	10	11	12	13	
14	15	16	17	18	19	20	22 - 31 Winter Break	11 - Last Day: Early Release 1pm **	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	25 - Christmas	12 - Work Day	21	22	23	24	25	26	27	
28	29	30	31				Student Contact Days 13		28	29	30					
							Student Contact Days 14 (CHS)	Student Contact Days 9								

Student full days	End Semester	1st Quarter (41 Days) Quarter Ends October 30	Child Dev Center Closed	Certified Contract Days
Work Day/In-Service	School Break	2nd Quarter (41 Days) Semester 1 Ends January 23	July 4 - 4th of July	Conference Days
Student Early Release	Conferences	3rd Quarter (46 Days) Quarter 3 Ends April 9	Sept 1 - Labor Day	Work/In-services
Paid Holiday	Non-Contract Day	4th Quarter (40 Days) Semester 2 Ends June 11	Nov 10 & 11 - Veteran's Day	PD/Work day
***Professional Dev.	Work/Life Balance	Regular Teaching Days: 168	Nov. 27 - 28 - Thanksgiving	Prof Develop.
Half PD = 8 - 11:45 Half Work Day 12:15 - 4	New Teacher Orientation	Contract Days: 190	Dec 24 - 25 - Christmas	Cert. Holidays
CLASSIFIED NOTES		Certified Holidays: 8	Dec 31-Jan 1 - New Years	*Student Contact
Classified Mandatory PD days: August 25th & 26th □		Classified Holidays: (8 plus day after Thanksgiving)	Jan 19 - MLK Jr. Day	
*** Classified 9/19, 11/24: Possible PD available, check with supervisor. If scheduled, paid as worked. □		Labor Day, Veterans Day, Thanksgiving, Christmas,	Feb 16 - Presidents Day	Total 190
**6/11 Classified stay full schedule as needed.		New Years, MLK Jr Day, Presidents Day, Memorial Day	May 25 - Memorial Day	
				*Student Contact (Pre-K 153) (K 164) (1-6 166 Days) (7-12 168 Days)

Intregrated Plan Buget 2025-2026

High School Success Grant-\$461,713.16

	Salary	Benefits
Two Academic Counselors	\$ 114,459.00	\$ 92,127.00
One Social Emotional Counselor	\$ 45,604.00	\$ 44,783.00
Two .5 AG Teachers (CTE)	\$ 61,260.16	\$ 55,237.00
.5 Cosmetology Teacher (CTE)	\$ 27,228.00	\$ 21,015.00

Student Investment Account-\$1,320,954.02

Pays two Kindergarten Readiness Paraprofessionals and one EA	\$ 93,449.00	\$ 81,835.00
Pays two Social Emotional Counselors	\$ 134,659.00	\$ 102,954.00
Pays one First Grade Teacher	\$ 71,399.00	\$ 53,141.00
Pays two CTE Teachers	\$ 134,781.00	\$ 98,060.47
Pays .2 Curriculum Director	\$ 26,784.60	\$ 16,896.40
Pays for Summer School and Summer Programs	\$ 15,250.35	\$ 6,164.70
Pays Equity Team Stipends	\$ 4,390.00	\$ 2,097.50
Pay .5 CTE teacher and EA for Simulators	\$ 60,214.00	\$ 58,823.00
Two Speech Language Pathologists and SLPA	\$ 155,896.00	\$ 115,159.00
Pay for Health Curriculum	\$ 89,000.00	N/A

Early Intervention Indicator System-\$4,000

Pays part of Five Tech Team stipends	\$ 2,764.52	\$ 1,234.76
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Early Literacy Grant-\$79,440.65

Targeted tutor at LSEL (EA)	\$ 19,102.15	\$ 21,768.00
Targeted tutor at CVE (EA- grades 2 & 3)	\$ 18,112.00	\$ 20,458.50

Coquille SD 8 - LPGTs/LOMs 25-27

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Metric	Target Type	5 Year Average	5 Year Trend	Meets Minimum N	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual
Four Year Cohort Graduation				<input type="checkbox"/>				
Four Year Cohort Graduation	Baseline Target: All Students	48.50%	-6.04%	<input checked="" type="checkbox"/>				
Four Year Cohort Graduation	Stretch Target: All Students	48.50%	-6.04%	<input checked="" type="checkbox"/>				
Four Year Cohort Graduation	Gap-Closing Target: All Focal	40.10%	-7.44%	<input checked="" type="checkbox"/>				
<i>Four Year Cohort Graduation</i>	<i>Difference Between Baseline and</i>			<input type="checkbox"/>	0.00%	0.00%	0.00%	0.00%
Five Year Cohort Completion				<input type="checkbox"/>				
Five Year Cohort Completion	Baseline Target: All Students	61.10%	-7.53%	<input checked="" type="checkbox"/>				
Five Year Cohort Completion	Stretch Target: All Students	61.10%	-7.53%	<input checked="" type="checkbox"/>				
Five Year Cohort Completion	Gap-Closing Target: All Focal	52.70%	-8.29%	<input checked="" type="checkbox"/>				
Five Year Cohort Completion	<i>Difference Between Baseline and</i>			<input type="checkbox"/>	0.00%	0.00%	0.00%	0.00%
9th Grade On-Track				<input type="checkbox"/>				
9th Grade On-Track	Baseline Target: All Students	50.68%	3.49%	<input checked="" type="checkbox"/>		48.53%	48.84%	49.41%
9th Grade On-Track	Stretch Target: All Students	50.68%	3.49%	<input checked="" type="checkbox"/>		48.53%	48.84%	49.41%
9th Grade On-Track	Gap-Closing Target: All Focal	42.71%	4.61%	<input checked="" type="checkbox"/>		43.90%	42.55%	38.24%
9th Grade On-Track	<i>Difference Between Baseline and</i>			<input type="checkbox"/>	0.00%	4.63%	6.29%	11.17%
3rd Grade ELA Proficiency				<input type="checkbox"/>				
3rd Grade ELA Proficiency	Baseline Target: All Students	43.00%	0.00%	<input checked="" type="checkbox"/>	43.86%	47.14%	39.39%	50.59%
3rd Grade ELA Proficiency	Stretch Target: All Students	43.00%	0.00%	<input checked="" type="checkbox"/>	43.86%	47.14%	39.39%	50.59%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal	29.00%	-1.00%	<input checked="" type="checkbox"/>	38.24%	0.47	30.23%	35.90%
3rd Grade ELA Proficiency	<i>Difference Between Baseline and</i>			<input type="checkbox"/>	5.62%	0.48%	9.16%	14.69%
Regular Attenders				<input type="checkbox"/>				
Regular Attenders	Baseline Target: All Students	56.63%	-6.59%	<input checked="" type="checkbox"/>		70.03%	71.62%	74.85%
Regular Attenders	Stretch Target: All Students	56.63%	-6.59%	<input checked="" type="checkbox"/>		70.03%	71.62%	74.85%
Regular Attenders	Gap-Closing Target: All Focal	47.60%	-5.96%	<input checked="" type="checkbox"/>		61.67%	63.01%	68.68%
Regular Attenders	<i>Difference Between Baseline and</i>			<input type="checkbox"/>	0.00%	8.36%	8.61%	6.16%

2019-20 Actual	2020- 21 Actual	2021- 22 Actual	2022-23 Actual	2023- 24 Target	2023-24 Actual	2023- 24 Differ ence	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target	2028-29 Target	2029-30 Target
63.01%	51.74%	50.00%	37.42%	51.00%	40.0%	-11.0%	52.50%	54.00%	55.50%	57.00%		
63.01%	51.74%	50.00%	37.42%	55.00%	40.0%	-15.0%	57.00%	60.00%	62.00%	65.00%		
58.33%	47.50%	36.17%	27.00%	42.00%	31.4%	-10.6%	44.00%	46.00%	48.00%	50.00%		
4.68%	4.24%	13.83%	10.42%	9.00%	8.61%		8.50%	8.00%	7.50%	7.00%	0.00%	0.00%
73.86%	69.33%	62.43%	58.28%	64.00%	41.7%	-22.3%	66.00%	68.00%	70.00%	72.00%		
73.86%	69.33%	62.43%	58.28%	69.00%	41.7%	-27.3%	72.00%	75.00%	78.00%	81.00%		
65.63%	64.52%	56.69%	45.63%	57.00%	33.6%	-23.4%	60.00%	63.00%	66.00%	69.00%		
8.23%	4.82%	5.73%	12.65%	7.00%	8.09%		6.00%	5.00%	4.00%	3.00%	0.00%	0.00%
	42.24%	50.00%	50.00%	52.00%	63.0%	11.0%	55.00%	58.00%	61.00%	64.00%		
	42.24%	50.00%	50.00%	55.00%	63.0%	8.0%	58.00%	61.00%	64.00%	67.00%		
	36.62%	37.70%	41.18%	39.00%	59.0%	20.0%	43.00%	47.00%	51.00%	54.00%		
0.00%	5.62%	12.30%	8.82%	13.00%	3.98%		12.00%	11.00%	10.00%	10.00%	0.00%	0.00%
		26.00%	50.00%	35.00%	40.3%	5.3%	38.00%	41.00%	43.00%	47.00%		
		26.00%	50.00%	50.00%	40.3%	-9.7%	53.00%	56.00%	59.00%	62.00%		
		18.52%	28.57%	20.00%	26.7%	6.7%	24.00%	28.00%	32.00%	36.00%		
0.00%	0.00%	7.48%	21.43%	15.00%	13.61%		14.00%	13.00%	11.00%	11.00%	0.00%	0.00%
	59.91%	53.02%	47.07%	54.00%	48.3%	-5.7%	57.00%	60.00%	63.00%	66.00%		
	59.91%	53.02%	47.07%	57.00%	48.3%	-8.7%	60.00%	63.00%	66.00%	69.00%		
	47.59%	40.13%	40.27%	45.00%	42.6%	-2.4%	49.00%	53.00%	57.00%	61.00%		
0.00%	12.32%	12.89%	6.80%	9.00%	5.76%		8.00%	7.00%	6.00%	5.00%	0.00%	0.00%

Coquille SD 8 - Outcomes and Strategies 25-27



Identifier	Outcome or Strategy	2025-27 Application
Outcome		New for 2025-27
1 Early Lit	Purchase and implement Literacy based curriculum for students aged 3-5 years	New for 2025-27
2 Strategy	Purchase and implement Literacy based curriculum for students aged 3-5 years	New for 2025-27
3 Strategy Early		New for 2025-27
4 Strategy Early		
5 Outcome A	SD offers kindergarten readiness education and small elementary class size to establish strong foundation for all learners	Continue from 2023-25 through 2025-27
6 A1	Hire Kindergarten Readiness teacher	Continue from 2023-25
7 A2	Hire Kindergarten readiness EA support	Continue from 2023-25
8 A3	Hire Grade 1 Teacher	Continue from 2023-25
9 Outcome B	SD offers CTE courses to all learners to prepare them for careers/life post high school	Continue from 2023-25
10 B1	Hire CTE - Cosmetology	Continue from 2023-25
11 B2	Hire CTE- Construction/Trades	Continue from 2023-25
12 B3	Hire CTE-Agriculture	Continue from 2023-25
13 Outcome C	SD offers academic and SEL counseling services to all students, K-12+	Continue from 2023-25
14 C1	Hire Academic counselor- CJSHS	Continue from 2023-25
15 C2	Hire Academic counselor- WLHS	Continue from 2023-25
16 C3	Hire SEL counseling-CVE	Continue from 2023-25
17 C4	Hire SEL counseling- Winter Lakes community	Continue from 2023-25
18 C5	Hire SEL counseling- CJSHS	Continue from 2023-25
19 C6	Hire SEL counseling - LSEL	New for 2025-27
20 C6	Provide opportunities to extend and maintain summer learning for students - in arts and CTE in PLUS,	Continue from 2023-25
21 Outcome D	SD centers on Equity to support all learners academically, socially, and emotionally.	Continue from 2023-25
22 D1	Equity team created	Continue from 2023-25
23 D2	Tech team created	Continue from 2023-25
24 D3	all students	New for 2025-27
25 Outcome E	SD Provides College-Level opportunities to students through curricular offerings	Continue from 2023-25
26 Strategy E1	Continue to develop AP offerings and Expanded Options courses and partnerships with community colleges and universities	Continue from 2023-25 through 2025-27
27 E2	Support teachers with professional and academic development through college courses and training so as to broaden advanced curricular offerings for students in the Coquille School District.	Continue from 2023-25 through 2025-27

Contract Renewal 2024-25

Teacher	Renew	Teacher	Renew
Allred, Katherine		Martin (Lienemann), Tyler	
Amlin, Sonia		Martin, Forest	
Anderson, Christopher		McDaniel, Betty	
Artman, Jacob		Meier, Keith	
Boettcher, Jennifer		Miller, Cody	
Boyd, Shane		Moss, Sarah	
Bridges, Shawn		Nichols, Amanda	
Bullington, Michele		Nichols, Joe	
Byers, Breanna		Oakey, Joan	
Cagley (Mann), Airika		Palmer, Lisa	Retire
Cannon, Amber		Perry, Jamie	
Clapper, Casey		Peterson, Casey	
Clements, Tammy		Pruitt, Trey	
Clute-Reinig, Zach		Pugmire, Kim	
Cochran, Jacob		Raimondo, Jennifer	
Connors-Nelson, Gary		Rasmussen, Bruce	
Coonce, Elissa		Robson, Mary	
Cooper, Troy		Rostykus, Emma	
Crook, Michele		Sargent, Ashley	
Dixon, Angela		Scolari, Julia	
Dudley, John		Shely, Sydney	
Ekelund, Danielle		Sperling, Sondra	
Ekelund, Neil		Thomason, David	
Findley, Kenden		Thomason, Erin	
Gallagher, Kimberly		Tims, Wendy	
Gilbert, Alex		Trujillo-Avina, Emma	
Goble, Brenda		Wallis, Mike	
Green, Cassie		Ward, John	
Hampton, Daniel		Warncke, Michael	
Harris, Joilene		Watts, Bethany	
Herron, Samantha		Wells, Alisha	
Highley, Cynthia		Whitehead, Alicia	
Holbrook, Amy		Wilson, Laurie	
Ivy, Kate		Wright, Kathryn	
Johnson, Jennifer		Administrator	
Johnson, Phillip		Clapper, Tiffany	
Lally, Greer		Dixon, Albert	
Latta, Polly		Jones, Tony	
Leffler, Kari		May, Amy	
Larson, Aaron		Nelson, Sharon	Retire
Leslie, Nate		Philly, Jeff	
Little, Kelsey		Ruiz, Armando	
		Sinko, Tanya	
		Yi, Paige	

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Coquille

School District #8

CONSENT
AGENDA

Layoff and Recall for Administrators

This policy applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.¹

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. Administrators participating in Work After Retirement forfeit any seniority.

The Board desires/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Prior to initial development of a recall procedure for administrators, the Board will consult with the employees or a designated representative of the employees covered by this policy.

The district will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 342.934](#)

¹ Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.

Student Conduct**
(Version 2)

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

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

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of the rights of others.

The following forms or displays of student misconduct, including but not limited to, shall be subject to discipline, suspension or expulsion as per Oregon Revised Statute (ORS) 339.250:

1. Assault;
2. Hazing, harassment, intimidation, bullying, menacing, cyberbullying or teen dating violence;
3. Coercion;
4. Threats of violence or harm;
5. Disorderly conduct;
6. Bringing, possessing, concealing or using a weapon;
7. Vandalism, malicious mischief or theft, or willful damage or destruction of private or district property on district premises or at district-sponsored activities;
8. Sexual harassment;
9. Possession, distribution or use of tobacco products, inhalant delivery systems, alcohol, drugs or other controlled substances;
10. Use or display of profane or obscene language;
11. Disruption of the school environment;

12. Open defiance of a teacher’s authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of law, Board policy, administrative regulation, school or classroom rules.

The district recognizes that under the Unsafe School Choice Option of the Every Student Succeeds Act (ESSA), a school can be deemed unsafe as a whole entity or for an individual student based on expulsions for weapons violations, violent behavior or expulsions for students arrested for the following criminal offenses occurring on district grounds, on district-sponsored transportation and/or at district-sponsored activities:

1. Assault;
2. Manufacture or delivery of a controlled substance;
3. Sexual crimes using force, threatened use of force or against incapacitated persons;
4. Arson;
5. Robbery;
6. Hate/Bias crimes;
7. Coercion; or
8. Kidnapping.

The district will record and report these infractions to the Oregon Department of Education, as required.

The district will provide the opportunity for all students in any district school identified as persistently dangerous or for any victim of a violent criminal offense occurring in or on the grounds of the school the student attends, to the extent feasible, the opportunity to transfer to a safe school within the district.

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

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

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

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

[ORS 659.850](#)

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

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

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

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

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

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

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

Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

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

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

Student Discipline**

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.

The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, Board policies, administrative regulations and school rules;
3. Understanding of and respect for public and private property rights.

The Board seeks to ensure a school climate which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop procedures whereby those students who disrupt the educational setting or who endanger the safety of others, will be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, use approaches that are shown through research to be effective to correct behavioral problems, while supporting a students' attendance to school and classes. Examples include, but are not limited to, reprimands, conferences, detention and denial of participation in cocurricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.). The superintendent may propose alternative programs of instruction or instruction combined with counseling prior to a student's expulsion or a student leaving school in accordance with law.

The district shall enforce consistently, fairly and without bias all student conduct policies, administrative regulations and school rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or c) when required by law. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion. The district will ensure careful consideration of

the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

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

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Students with disabilities shall be disciplined in accordance with federal law and Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulation.

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.061](#)
[ORS 332.072](#)
[ORS 332.107](#)

[ORS 339.115](#)
[ORS 339.240 to -339.280](#)
[ORS 659.850](#)

[OAR 581-021-0045](#)
[OAR 581-021-0050 to -0075](#)

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

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

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

Suspension

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations or school rules;
2. Willful conduct which materially and substantially disrupts the rights of others to an education;
3. Willful conduct which endangers the student, other students or staff members;
4. Willful conduct which damages or injures district property.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student/Parent Handbook* made available by the district.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, a plan for readmission and may include a plan for the student to make up schoolwork. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during non-school hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Suspensions may be appealed to the Superintendent (and if not satisfied may use Policy KL).

END OF POLICY

Legal Reference(s):

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

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

Medications/***

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

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

A current first-aid/CPR/AED card is required for designated personnel.

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

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

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

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

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

{¹} A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

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

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)

[ORS 689.800](#)

[OAR 166-400-0010\(17\)](#)

[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 - 0035](#)

[OAR 581-021-0037](#)

[OAR 581-022-2220](#)

[OAR 851-047-0000 - 0030](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

House Bill 1552 (2024).

¹ {The district is not required to provide or administer this medication. If the district is going to provide for, and administer this medication, this policy language is required. If the district does not intend to provide or administer this medication, there is no requirement to include this language in this policy.}

Medications/***

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

1. Definitions¹

- a. “Administer” means the direct application of a drug or device whether by injection, inhalation, ingestion, or any other means, to the body of a patient or research subject by: (1) a practitioner or the practitioner’s authorized agent; or (2) the patient or research subject at the direction of the practitioner. (ORS 689.005)
- b. “Adrenal crisis” means a sudden, severe worsening of symptoms associated with adrenal insufficiency, such as severe pain in the lower back, abdomen or legs, vomiting, diarrhea, dehydration, low blood pressure or loss of consciousness. (ORS 433.800)
- c. “Adrenal insufficiency” means a hormonal disorder that occurs when the adrenal glands do not produce enough adrenal hormones. (ORS 433.800)
- d. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention. (ORS 339.866)
- e. “Delegation” means a formal delegation of a nursing procedure by a registered nurse to district personnel in accordance with the Oregon Nurse Practice Act. (OAR Chapter 851)
- f. “Designated personnel” means the school personnel designated and trained to administer medication pursuant to district policy and procedure.
- g. “Medication” means medication that is not injected; premeasured doses of epinephrine that are injected; medication that is available for treating adrenal insufficiency; and Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug. “Medication” also means any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student’s Oregon licensed health care professional for asthma or severe allergies. “Medication” does not include nonprescription sunscreen. (ORS 339.866; ORS 339.867)
- h. “Nonprescription medication” means nonprescription drugs as defined in ORS 689.005, which means drugs that may be sold without prescription and that are prepackaged for use by the consumer and labeled in accordance with the requirements of the statutes and regulations of this state and the federal government. (OAR 581-021-0037)
- i. “Notice of a diagnosis of adrenal insufficiency” means written notice to the district from the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student’s primary care provider that includes the student’s diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat

¹ There are several laws that apply to medications in schools. Some of these laws have unique definitions that may apply in specific situations. If the applicable law uses a definition that varies from the definition here, use the definition in the law.

adrenal insufficiency crisis, and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered. (OAR 581-021-0037)

- j. ["Opioid overdose" means a medical condition that causes depressed consciousness, depressed respiratory function or the impairment of vital bodily functions as a result of ingesting opioids. (ORS 689.800)]
- k. "Prescriber"² means a "practitioner" as defined in ORS 689.005, which means a person licensed and operating within the scope of such license to prescribe, dispense, conduct research with respect to or administer drugs in the course of professional practice or research: (a) in this state; or (b) in another state or territory of the U.S. if the person does not reside in Oregon and is registered under the federal Controlled Substances Act. (OAR 581-021-0037)
- l. "Prescription medication" means a "prescription drug" as defined in ORS 689.005, which means a drug that is: required by federal law, prior to being dispensed or delivered, to be labeled with "Caution: Federal law prohibited dispensing without prescription" or "Caution: Federal law restricts this drug to use by or on the order of a licensed veterinarian"; or required by any applicable federal or state law or regulation to be dispensed on prescription only or is restricted to use by practitioners only.
- m. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen, or dust. (ORS 339.866)
- n. "Short-acting opioid antagonist" means any short-acting drug approved by the U.S. Food and Drug Administration for the complete or partial reversal of an opioid overdose. (ORS 689.800)

2. Designated Staff/Training

- a. Medications, including injectable medications, may be administered by trained personnel as part of a formal delegation by a registered nurse.
- b. The principal, in consultation with the school nurse, will designate district personnel authorized to administer prescription or nonprescription medication to a student which takes into account when the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school-or district-sponsored activities, and may include when a student is in a before-school or after-school care program on school-owned property when required by law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules, policy and this administrative regulation.
- c. The district will provide staff who are designated personnel to administer prescription or nonprescription medication access to a school nurse.
- d. The principal will ensure the annual training required by Oregon law is provided to designated district personnel. Training must be conducted by a qualified trainer, which is a person who is familiar with the delivery of health services in a school setting and who is either a registered nurse licensed by the Oregon State Board of Nursing or a prescriber. District personnel designated to administer epinephrine, glucagon, and medication to treat adrenal insufficiency shall be trained using related training developed by the Oregon Health Authority (OHA). The first training and every third training thereafter shall be provided in-person³. During

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

³ An online training may qualify as "in-person" when these measures are met: content is provided via synchronous, interactive online sessions with a trainer and learners visible on screen; trainers must be licensed and work within their scope of practice;

- subsequent years, designated district personnel may complete an online training so long as a trainer is available following the training to answer questions and provide clarification.
- e. The training for district personnel will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, discussion of the following: safe storage, administration, handling and disposing of medications; accessibility of medication during an emergency; record keeping; whether response to medication should be monitored by designated personnel and the role of designated personnel in such monitoring; emergency medical response procedures following administration of the medication; confidentiality of health information; and assessment of gained knowledge. Training as recommended and/or approved by ODE will be used.
 - f. The district shall maintain documentation of district personnel's completion of training in accordance with OAR 166-400-0010.

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

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

4. Administering Short-Acting Opioid Antagonists

[⁴] A short-acting opioid antagonist may be administered by any district personnel⁵ to any student or other individual, on school premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an overdose of an opioid drug.

The school district nurse shall immediately notify the parent or guardian of a minor student enrolled in a school within the district when a short-acting opioid antagonist is administered to the student while at school, on school property under the jurisdiction of the district or at any activity under the jurisdiction of the district.

The district shall provide to the parent or legal guardian of each minor student enrolled in a school in the district information regarding short-acting opioid antagonists. The information will include at least:

- a. A description of short-acting opioid antagonists and their purpose;
- b. A statement regarding, in an emergency situation, the risks of administering to an individual a short-acting opioid antagonist and the risks of not administering to an individual a short-acting opioid antagonist;
- c. A statement identifying which schools in the district, if any, have short-acting opioid antagonists, and the necessary medical supplies to administer short-acting opioid antagonists, onsite and available for emergency situations; and

and include in-person, skills demonstration for training developed by the Oregon Health Authority for epinephrine, glucagon, and for medication to treat adrenal insufficiency.

⁴ {If the district plans to provide for, and administer a short-acting opioid antagonist, this bracketed language is highly recommended. If the district does not intend to provide and/or administer this medication, there is no requirement to include this language.}

⁵ Including district personnel who have not received medication administration training.

- d. A statement that a representative of the district may administer a short-acting opioid antagonist to a student in an emergency if the student appears to be unconscious and experiencing an opioid overdose.

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

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

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal of the school the student attends will designate one or more district personnel to receive training and be responsible for administering the medication to treat adrenal insufficiency to a student in the event the student exhibits symptoms the district personnel believe in good faith indicate the student is experiencing symptoms of adrenal crisis;
- b. The designated personnel will successfully complete required training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis;
- c. The student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will develop an individualized health care plan for the student;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available district staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
 - (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
 - (a) The written permission of the student's parent or guardian; and
 - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions from the prescriber, if any; and
 - (vii) Signature of the prescriber.

The prescription medication is provided in the original prescription packaging by the student's parent or guardian. The prescription label prepared by a pharmacist at the direction of the prescriber, will be sufficient to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
- (a) The nonprescription medication is necessary for the student to remain in school;
 - (b) The nonprescription medication is:
 - (i) Provided in the original manufacturer's container by the student's parent or guardian; or
 - (ii) Is part of the district's stock medication program in compliance with the Oregon Board of Pharmacy rules including OAR 855-035-0005.
 - (c) The written instruction and permission from the student's parent or guardian for the administration of the nonprescription medication⁶ includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions, if any; and
 - (vii) Signature of the student's parent or guardian.

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

- (d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

⁶ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 6.a.(2)(d).

- b. The principal or designee will require an individualized health care plan or allergy plan be developed for every student with a need to manage asthma or a known life-threatening allergy. A plan will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic responses, and include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity;
- c. A student being administered a medication may be monitored by designated personnel to monitor the student's response to the medication;
- d. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- e. It is the student's parent or guardian's responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- f. It is the student's parent or guardian's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- g. In the event a student refuses medication, the parent or guardian will be notified immediately. No attempt will be made to administer medication to a student who refuses a medication;
- h. Any error in administration of a medication will be reported to the parent or guardian immediately and documented on a medication administration record. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- i. Medication shall not be administered until the necessary permission form and written instructions have been submitted and received as required by the district.

7. Administration of Medication by a Student to Themselves

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

- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication⁷ and must have:
 - (a) The written permission of the student’s parent or guardian;
 - (b) The student’s name affixed to the manufacturer’s original container; and
 - (c) The permission to self-administer medication from a building administrator.

- (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
 - (a) The written permission of the student’s parent or guardian; and
 - (b) A written order from the student’s prescriber that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school or district-sponsored activities;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

- b. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. A student may have in their possession only the amount of medication needed for that school day, except for manufacturer’s packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- d. The sharing and/or borrowing by a student of any medication with another student is strictly prohibited⁸;
- e. The district personnel will request backup medication, when the medication is to treat a student’s asthma or severe allergy emergency, from the student’s parent or guardian. Backup medication, if provided by a student’s parent or guardian, will be kept at the student’s school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
- g. The permission for a student to administer medication to themselves may be revoked if the student does not responsibly self-administer the medication or abuses the use of the medication as determined by district personnel;
- h. A student may be subject to discipline, up to and including expulsion, as appropriate for violations of these procedures;

⁷ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 7.a.(3).

⁸ [Except for short-acting opioid antagonists.]

- i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication;
 - j. The district allows the application of and use by students of nonprescription sunscreen, including sunscreen that contains para-aminobenzoic acid, without any required documentation from a licensed health care professional per ORS 339.874.
8. Handling, Monitoring and Safe Storage of Medication Supplies for Administration of Medication
- a. Any medication must be delivered to the school in its original manufacturer's or current prescription container, accompanied by the permission form and written instructions, as required above.
 - b. Prescription medication must always be the most current prescription and kept in the original, labeled container.
 - c. Nonprescription medication must be kept in original manufacturer's bottle or box.
 - d. [Never administer medication sent to school in unlabeled containers.]
 - e. [Never repackage medication into a plastic bag or other container for any reason.]
 - f. [Medication in any form categorized as a sedative, stimulant, anti-convulsive, narcotic analgesic or psychotropic medication will be counted or measured by designated personnel or parent or guardian in the presence of another district employee upon receipt [and initialed by the two individuals who counted or witnessed the procedure], documented in the student's medication administration record (MAR) and routinely monitored during storage and administration. Any discrepancies will be reported to the [school] [district] nurse or principal immediately and documented in the student's MAR. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.]
 - g. Designated personnel will follow the written instructions of the prescriber and the student's parent or guardian, and training guidelines as may be recommended by ODE for administering all forms of prescription and/or nonprescription medications.
 - h. [Medication will be secured as follows:
 - (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box in a secure area;
 - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication in a secure area;
 - (3) Access to medication storage keys will be limited to the principal and designated personnel.]
 - i. [Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.]
 - j. When medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian immediately.
9. Emergency Response
- a. Designated personnel will immediately call 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects and allergic reactions, including the administration of epinephrine. The parent or guardian[, [school] [district] nurse] and principal will be notified immediately.
 - b. Adverse reactions which result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately.

- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.
- d. Any available staff will immediately call 911 when a short-acting opioid antagonist is administered to any student or other individual on district premises.

10. Disposal of Medications

- a. [Medication not picked up by the student's parent or guardian, at the end of the school year or within [five] school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in the presence of another school employee. The medication may be disposed through a designated drug take-back collection program or in a nonrecoverable fashion as follows:
 - (1) Medication will be removed from its original container and personal information will be destroyed;
 - (2) Mix with an undesirable substance, e.g., coffee grounds, used cat litter;
 - (3) Place in a plastic bag or other sealable container, e.g., such as an empty plastic container; and
 - (4) Place the sealed container with the mixture in the trash as close to garbage pickup time as possible, to prevent theft and misuse.]
- b. [Prescriptions will never be flushed down the toilet or drain or burnt with other waste.]
- c. [Sharps and glass will be disposed of in accordance with state guidelines.]
- d. [All medication will be disposed of by designated personnel following DEQ guidelines and documented on the student's MAR as described below.]

11. Transcribing, Recording and Record Keeping

- a. A medication administration record (MAR) will be maintained for each student administered medication by the district. [The MAR will be in paper⁹ or electronic form and will include, but not be limited to:
 - (1) The full name of the student, date of birth, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication;
 - (4) Incidents of emergency and minor adverse reaction by a student to medication;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.]
- b. A MAR for medication administered as part of an IEP goal should be maintained in the IEP record at the end of each school year.

⁹ If a paper record is kept, the record will be documented in blue or black ink, and never in pencil or with use of white-out.

- c. All records relating to administration of medications, including permissions and written instructions, will be maintained. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- d. All records relating to the training of designated district personnel will be maintained by the district in accordance with applicable provisions of OAR 166-400-0010.
- e. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with school personnel with a legitimate educational interest in the student or others authorized by the parent or guardian in writing or others as allowed under state and federal law.

[Non-liability Provisions for Administration of Prescription and Nonprescription Medications and Short-Acting Opioid Antagonists

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of nonprescription medication, if the school administrator, teacher or other school employee in good faith administers nonprescription medication to a student pursuant to written permission and instructions of the student’s parents or guardian.

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee in compliance with the instructions of a physician, physician assistant, nurse practitioner, naturopathic physician or clinical nurse specialist, in good faith administers prescription medication to a student pursuant to written permission and instructions of the student’s parents or guardian.

A person may not maintain an action for injury, death or loss that results from acts or omissions of a school administrator, teacher or other school employee during the administration of a short-acting opioid antagonist unless it is alleged and proved by the complaining party that the school administrator, teacher or other school employee was grossly negligent in administering the short-acting opioid antagonist unless other conditions exist and which are outlined in Oregon law in ORS 339.870.

The civil and criminal immunities provided for above do not apply to an act or omission accounting to gross negligence or willful and wanton misconduct.

Non-Liability Provisions for Self-Administration and Autoinjectable Epinephrine

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student’s self-administration of medication, as described in ORS 339.866, if the school administrator, school nurse, teacher or other school employee, in compliance with the instructions of the student’s Oregon licensed health care professional, in good faith assists the student’s self-administration of the medication, if the medication is available to the student pursuant to written permission and instructions of the student’s parent, guardian or Oregon licensed health care professional.

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the use of medication if the school administrator, school nurse, teacher or other school employee in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-

administer the medication regardless of whether the student or individual has a prescription for epinephrine.

The district and the members of a district Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine; and the person administered the autoinjectable epinephrine on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district.

The civil and criminal immunities described above (which are identified in ORS 339.871) do not apply to an act or omission to gross negligence or willful and wanton misconduct.]

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).

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: _____

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](#)

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 Contract 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 homelessness²;
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 ⁵24 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 339.115	OAR 581-022-2010
ORS 329.045	ORS 339.505	OAR 581-022-2015
ORS 329.451	ORS 343.295	OAR 581-022-2020
ORS 329.479		OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
ORS 336.590	OAR 581-022-2005	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, contractors, agents, volunteers, 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.

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

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, volunteers 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).