Mark Witty – Superintendent

GRANT SCHOOL DISTRICT NO. 3

401 N Canyon City Blvd | Canyon City, OR 97820-6111
Phone: (541)575-1280 | Fax: (541)575-3614

Board Meeting Agenda

Wednesday 10/15/2025 | 7:00PM

ZOOM IN BY USING THE FOLLOWING ACCESS CREDENTIALS:
https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMmhoT1VtS0wvbk1MZz09
Meeting ID: 259 524 5851 | Passcode: HelloGSD3
[* = supplement enclosed]

1) PRELIMINARY BUSINESS:

1.1 Call to order
- 1.1.1 Board Attendance: ___ **of 7**

1.2 Pledge of Allegiance

1.3 Agenda Review
- 1.3.1 Motion: _____; Second: _____; Unanimous: _____

2) PUBLIC COMMENTS | 3-MINUTE LIMIT:

2.1 Public Forum:
- 2.1.1 1)
- 2.1.2 2)
- 2.1.3 3)

3) STUDENT REPORTS

3.1 GU ASB Officers - Homecoming

4) REPORTS:

4.1 Financial/Business Manager/ MJE *
- 4.1.1 See: Board Meeting Packet – Addendum | Financial Report – September 2025

4.2 Current Enrollment | Average Daily Membership (ADM) Reporting) as of last day of previous month/ MW*

4.3 Current Staffing/JY/MW
- 4.3.1 GU = 39
- 4.3.2 HES = 43
- 4.3.3 SES = 4
- 4.3.4 HCCC = 5
- 4.3.5 DO = 2
- 4.3.6 Transportation = 7 **Total =100**

Board of Directors:
Kris Beal | M.T. Anderson | Amy Charette, Vice Chair | Chris Labhart | Zac Bailey | Will Blood, Chair | Lucas Moore

4.4 Administrator's Reports | Previous Month:
- 4.4.1 Principal, Shanna Northway | Vice Principal, Andy Lusco | GU/SPED *
- 4.4.2 Principal, Janine Attlesperger | Humbolt (HES)*
- 4.4.3 Head Teacher, Stacy Durych | Seneca (SES) *
- 4.4.4 Director, Trina Fell | Humbolt Child Care Center (HCCC) *

4.5 Superintendent's Report/ Superintendent Mark Witty
- 4.5.1 SRS Update
- 4.5.2 Renew America Update
- 4.5.3 PERS
- 4.5.4 Underpayment from State Received
- 4.5.5 OSBA Annual Convention – November 6-9, 2025
- 4.5.6 OSBA Fall Regionals – Long Creek – October 27, 2025 5:00PM
- 4.5.7 Early Learning Grant – Business Oregon
- 4.5.8 Boardbook Training – week of November 3rd

4.6 Construction/Capital Projects Update MW
- 4.6.1 GSD3 Project Tracker *
- 4.6.2 GSD3 Project Updates *

4.7 Humbolt Childcare Center Presentation – Trina Fell

5) CONSENT AGENDA:

5.1 Recommend Approving Board Meeting Minutes
- 5.1.1 9/17/25 Board Meeting *
- 5.1.2 9/24/25 Special Meeting *

5.2 Recommend Accepting New Hires:*
- 5.2.1 Garrett Gibbs | HS Assistant Girls Wrestling Coach
- 5.2.2 Mandie McQuown | HS Assistant Girls Basketball Coach
- 5.2.3 Trey Thompson | HS Head Baseball Coach

5.3 Recommend Accepting Employment Role Transfer:
- 5.3.1 Brooklynne Rhinehart | Preschool Childcare Teaching Assistant
- 5.3.2 Dixon Apostol | Humbolt Instructional Assistant

5.4 Recommend Accepting Employment Role Addition:
- 5.4.1 Andrea Ashley | K-6 Online Teacher of Record

5.5 Recommend Accepting Employment Resignations:*
- 5.5.1 Cynthia Walsh | Preschool Promise Teacher
- 5.5.2 Brad Fuller | Bus Driver

5.6 Approval Consent Agenda (Entire Section): Motion: ___; Second: ___; Unanimous: ___

6) NEW BUSINESS:

6.1 First Reading of Policies*
- 6.1.1 DBEA – Budget Committee
- 6.1.2 IIA – Instructional Materials
- 6.1.3 IKF – Graduation Requirements
- 6.1.4 JFCEB – Personal Electronic Devices
- 6.1.5 JFCEB-AR - Request for Personal Electronic Devices Exception

6.1.6 JHCA – Immunization, School Sports Participation, Concussions and Other Brain Injuries
6.1.7 JO/IGBAB-AR – Education Records/Records of Students with Disabilities Management
6.1.8 JOA – Directory Information
6.1.9 LBEA – Denial for Virtual Public Charter School Student Enrollment

7) FUTURE CALENDAR DATES | 2025 | ALL Meetings are held at District Office, unless otherwise specified:

7.1.1 10/27 – OSBA Fall Regional | 5:00PM Long Creek
7.1.2 11/6 to 9 – OSBA Annual Convention
7.1.3 11/19 – Board Meeting | 7:00PM
7.1.4 12/17 – Board Meeting | 7:00PM

8) BOARD REPORTS:

8.1 **KB:**
8.2 **M.T. A:**
8.3 **AC:**
8.4 **CL:**
8.5 **ZB:**
8.6 **WB:**
8.7 **OPEN:**

9) TOTAL IN ATTENDANCE:

9.1 In Person: ____
9.2 Via Zoom: ____

10) ADJOURNED: PM

Board Packet posted on district web site at:
https://grantsd3.schoolinsites.com/

Grant School District No.3 does not discriminate in employment, educational programs and activities, on the basis of race, national origin, color, creed, religion, gender, gender identification, sexual orientation or associational preference, age, disability, veteran status. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. For additional information or assistance contact the District office at: (541)575-1280 | 401 N Canyon City Blvd,

Grant School District 3

NOTES: OL = FTOL = Full-time On-line; enrollment is measured last day of each month | Report by: Superintendent

YEAR	GU J/S HS	HUMBOLT	SENECA	OL-GU	OL-H	OL-S	ADM TOTAL	G/L	HCCC	TOTAL
2025/2026										
JUN										
MAY										
APR										
MAR										
FEB										
JAN										
DEC										
NOV										
OCT										
SEP	206	224	14	**9**	**6**	**0**	**459**	**5**	**30**	**489**
AUG	208	224	12	**4**	**6**	**0**	**454**	**-21**	**30**	**484**
2024/2025										
MAY	202	242	13	**5**	**3**	**0**	**465**	**-3**	**29**	**494**
APR	202	245	13	**5**	**3**	**0**	**468**	**0**	**29**	**497**
MAR	202	245	13	**5**	**3**	**0**	**468**	**-4**	**29**	**497**
FEB	205	246	13	**5**	**3**	**0**	**472**	**-7**	**27**	**499**
JAN	207	246	13	**5**	**3**	**0**	**474**	**4**	24	**498**
DEC	207	244	13	**5**	**1**	**0**	**470**	**0**	22	**492**
NOV	206	245	13	**5**	**1**	**0**	**470**	**-7**	22	**492**
OCT	213	243	13	**7**	**1**	**0**	**477**	**-1**	**22**	**499**
SEP	211	246	12	**6**	**1**	**0**	**476**	**1**	**24**	**500**
AUG	201	256	12	**5**	**1**	**0**	**475**	**-15**	**24**	**499**
2023/2024	208	252	13	**12**	**5**	**0**	**490**	**0**	**23**	**513**
2022/2023	**204**	**244**	**12**	*	*	*	**460**	**0**	*	**460**
2021/2022	**246**	**278**	**22**	*	*	*	**546**	**-21**	*	**546**
2020/2021	**254**	**289**	**24**	*	*	*	**567**	**-47**	*	**567**
2019/2020	**280**	**312**	**22**	*	*	*	**614**	*	*	**614**

KEYS: ADM = Average Dailey membership;
G/L = Gain or Loss; GU-OL = GU online;
H-OL = HES online; S-OL = SES online;

HCCC = Humbolt Child CC

October 2025

District Mission Statement

Our Prospector Promise: A place for every student to feel support, achieve success, and learn respect.

District Vision Statement

A Place Where Every Prospector is Known, Empowered, and Ready for the World!

To: Mr. Mark Witty and Grant School District #3 Board of Directors
From: Shanna Northway, GU Principal/Special Programs Director

Strategic Goal #1: Recruit, Train, and Retain Staff to Implement, Adjust, and Achieve Excellence

Departmental Meetings Strengthened Across Campus

Our **Teacher Leadership Team** has taken initiative in reinstating and strengthening **departmental meetings** at Grant Union. These meetings are creating a renewed sense of collaboration and communication among departments, allowing teachers to better align curriculum, share resources, and ensure consistent support for students. By reestablishing this structure, we are also building stronger vertical alignment across grade levels. Over the coming weeks, we will be developing a schedule for **interdepartmental meetings** to enhance cross-curricular collaboration. Meeting notes are now being documented and shared on our internal **Red Binder** site, ensuring that all staff have access to the conversations and decisions that guide our instructional direction.

Implementation of the Studer Education Rounding Platform

We are excited to announce our partnership with **Studer Education** to implement their **K–12 Rounding Platform**, a system designed to improve communication, gather meaningful feedback, and celebrate success. This platform allows staff to log brief rounding conversations with staff, capturing **qualitative and anecdotal data** that helps identify trends, address concerns, and reinforce recognition. Over the past three weeks, I have personally logged **20 rounding conversations**, providing valuable insight into staff needs, morale, and innovative practices happening across the building. This process has already improved our ability to recognize staff contributions in real time and respond proactively to challenges.

October 2025

Evaluation Cycle and Classroom Instructional Excellence

All certified staff have now completed their **beginning-of-year conferences**, **goal-setting meetings**, and **self-evaluations**. We have also begun our first round of **formal observations**, and the results have been exceptional. Classrooms across the building are full of energy and engagement, with students participating actively in learning and teachers demonstrating thoughtful, reflective practice. Staff have been open and responsive to feedback, demonstrating professionalism and a shared commitment to consistency in policies and expectations. The overall tone in our classrooms is positive, structured, and student-focused — a strong indicator of our collective commitment to excellence.

Teacher Leadership Team Visibility and Development

Our **Teacher Leadership Team** is continuing to grow in visibility and influence. These individuals are stepping into expanded leadership roles, providing input on policies, leading department-level initiatives, and serving as a bridge between staff and administration. Their collective goal is to model collaboration, lead by example, and contribute to the continued improvement of our school culture.

2025–26 Teacher Leadership Team Members:

Stipended Members:

- Andrea Combs – SPED
- Marcus Teague – CTE
- Dennise Blevins – English
- Cindy Dougharity-Spencer – History
- Drew Lusco – Math
- Sonna Smith – Science
- Jaclyn Lopez – Online

Additional Non-Stipend Members:

Andy Lusco, Shanna Northway, Tonia Seebart, and Stephanie Riis

These leaders meet regularly to discuss academic alignment, communication strategies, and school culture initiatives — ensuring that leadership and decision-making are distributed across the school community.

Sunshine Committee Revitalization and Staff Morale

The **Sunshine Committee** is officially back in action, thanks to the leadership of **Andrea Combs, Trista Strong, Tammy Larkin, Heather Rookstool, and Shanna Northway**. This team's focus is on **staff morale and appreciation** — hosting monthly events and providing small but meaningful gestures that make a big difference. Their projects include reintroducing **Payday Potlucks** (our first one was held on October 15th), maintaining a "Favorite Things" list, keeping the staff room stocked and welcoming, organizing **Secret Santa**, and ensuring coffee is

always available for our hardworking team. The goal is to provide a steady stream of positivity and connection — especially during the busiest times of the school year.

Short-Cycle Goal Setting and Staff Reflection

Grant Union staff successfully completed our first **short-cycle goal**, a 60–90 day focus on internal improvement and collaboration. We will use our **October 17th staff meeting** to develop our next short-cycle goal, continuing our practice of using targeted, measurable cycles of improvement to drive growth. This process keeps our goals focused, actionable, and responsive to current needs.

Strategic Goal #2: Create a Student-Focused Environment Where Each Student is Known and Prepared for Success

Schoolwide Focus on Respect

This nine-week period, Grant Union's staff have united around a single, powerful theme: **Respect**. As part of our "Focus on Respect" initiative, teachers and staff are using consistent language and expectations to help students understand that respect for people, procedures, and property forms the foundation of a positive school culture. The initiative encourages students to acknowledge others, avoid derogatory language or gestures, behave in ways that support learning, and respect personal space and boundaries. By keeping the message consistent across classrooms and hallways, we are creating a culture where kindness, empathy, and responsibility are visible every day.

Parent–Teacher Conferences

Parent–Teacher Conferences were held on **October 8th (4:30–7:30 p.m.)** in the new gym and **October 10th (8:00 a.m.–noon)** in classrooms. The turnout was **outstanding**, with several teachers meeting with more than 50 parents over the two-day event. The atmosphere was positive and collaborative, and families expressed appreciation for the chance to discuss student progress in person. A huge thank-you goes to **Trista Strong** for her excellent organization and multi-platform communication campaign — using email, text messaging, social media, and mailed letters to ensure every family was informed and engaged.

Classroom Highlights and Academic Excellence

Mr. Humird's junior English class recently participated in a **Socratic Seminar**, an academic discussion model that encourages students to analyze, question, and reflect on complex ideas in a structured and respectful dialogue. These seminars help students develop critical thinking, listening, and communication skills that extend far beyond the classroom. It was inspiring to

watch our students express their opinions thoughtfully and listen with genuine curiosity — a reflection of the respectful culture we are striving to build.
Additionally, a **huge shoutout** goes to our **Kindergarten and Preschool classes** for partnering with high school students who visited to read their original children's books. This cross-age collaboration not only helped high schoolers practice communication and leadership but also gave our youngest learners a chance to see older students as role models — strengthening our sense of district-wide community.

Music and Performing Arts

Our **music department** is in full swing preparing for the fall performance season. Students have completed and submitted auditions for both **All-State** and the **Western International Band Clinic Honor Band**, with results expected in the next two weeks. In addition, **OMEA District 6 Honor Band and Choir** participants will travel to **Mac High on November 3rd and 4th**, representing Grant Union with pride (two choir and three band students will attend). Our **first JH/HS concert**, themed *"Songs of the Sea,"* will take place on **October 28th at 6:30 p.m.** in the old gym.

Senior Project Spotlight: Building Connections Across Generations

Vinnie Raschio's senior project beautifully connects our oldest and youngest Prospectors. On **October 7th**, seniors visited kindergarteners gifting them with GU hats and sunglasses, while the kindergarten students gifted homemade cookies in return. The two groups spent time getting to know each other, and the morning concluded with spontaneous foot races and laughter. This project will continue throughout the school year, building meaningful relationships that model mentorship, kindness, and school pride.

FFA Success and Agricultural Excellence

Congratulations to our **Beginning Soil Judging Team**, who represented Grant Union exceptionally well at their recent competition.

- **Morgan Molyneux – 1st Place (High Individual)** 🏅
- **Arte McKnab – tied for 10th**
- **Chloe Hardiman – 11th**
- **Seth Beam and Jacob Mast** – outstanding teamwork and participation
  Together, this group — four 8th graders and one freshman — earned **2nd Place Overall** out of multiple competing schools. This achievement is a testament to their hard work, dedication, and the strength of our agricultural education program.

October 2025

Business Class/FBLA Updates

8th Grade Success students are enjoying the monthly library visits. Yearbook is progressing well with *The Mining Report* (https://guhs.grantschooldistrict.org/the-mining-report). Entrepreneurship held its first brainstorming session with Chester's Markets and is excited to launch the Prospector Spirit Shop. Careers students are meeting with the Navy this week and exploring the YouScience curriculum. Intro to Business got our new engraver up and running and completed their second T-shirt order. CTE Explorations focused on block STEM coding and are preparing to create customized T-shirts. Sports Marketing is working on the Hall of Fame project and digitizing past yearbooks. All classes have been focusing on RESPECT and have created posters to reinforce our schoolwide expectations.

FBLA elected new officers and will attend a fall retreat in Portland to meet the Blazers Marketing Team and enjoy a game.

Assessment, Safety, and Student Support

Grant Union successfully completed our **beginning-of-year MAP assessments**, and it's exciting to see evidence of student growth from last year's data. We are also relaunching **ThreatZero**, a proactive school safety system designed to identify and respond to potential threats through prevention, reporting, and early intervention. This initiative reflects our ongoing commitment to maintaining a safe and supportive learning environment.

Our **SPED department** has been exceptionally busy, conducting **14 IEP meetings** and **five 504 meetings** in the past month. These meetings play a critical role in tailoring support for individual students and strengthening partnerships with families to ensure every learner's needs are met.

Strategic Goal #3: Positive Perceptions, Community Ownership, and Support for District Facility Improvements

Community Collaboration and City Partnership

Our **ASB and Teacher Leadership Team** recently collaborated with the **City of John Day** to support the development of the city's long-term strategic plan. Both groups served as **focus groups**, offering feedback and insights on how to make John Day an even stronger, more student-friendly community. This partnership highlights the civic responsibility and leadership qualities our students are developing.

October 2025

Library Field Trips and Literacy Connections

Our **7th and 8th Grade Success classes** completed two **walking field trips to the Grant County Library** this month. These visits allowed students to check out books, learn about library resources, and help distribute flyers promoting upcoming library events. This partnership continues to foster a love of reading and a deeper connection between our school and local community resources.

SPED Transition Partnerships with Local Businesses

The **SPED transition team** has been hard at work developing partnerships that give students authentic opportunities to practice job and life skills in real-world settings. We are incredibly thankful to **Pioneer Feed, the John Day Senior Center, the Grant School District #3 Preschool, the Grant Union Cafeteria, and Chester's Thriftway** for welcoming our students and providing meaningful, supported work experiences. These partnerships help students gain confidence, build independence, and prepare for post-graduation success.

National Honor Society Community Partnership

Three of our National Honor Society students recently partnered with Blue Mountain Community College (BMCC) to support an adult technology course at the Senior Center. During this three-week program, students shared their tech-savvy skills by helping adults learn the basics of navigating computers and common software programs. The feedback from participants has been overwhelmingly positive, highlighting both the value of the partnership and the professionalism of our students.

A huge thank-you to **Abril Ceja**, **Taylor Gosnell**, and **Lily Durych** for their leadership and willingness to serve, and to their advisor **Tonia Seebart** for collaborating with BMCC to make this impactful experience possible. This partnership exemplifies the spirit of community, mentorship, and service that defines our Prospectors.

HUMBOLT LITTLE PROS ELEMENTARY

329 NORTH HUMBOLT ST. CANYON CITY, OR 97820 PHONE: 541-575-0454 FAX: 541-575-3609

October 2025 Board Report for Humbolt Elementary School

District Goals

- **Goal I: Recruit, train, and retain staff able to implement, adjust and achieve excellence!**
  - Kindergarten teacher, Sena Raschio, was named Regional Teacher of the Year!
  - Humbolt Elementary, Humbolt Child Care Center, and Grant Union Jr/Sr High School collaborated to adjust staffing to meet the changing needs of our community. We have proposed moving two classified staff from Humbolt to HCCC to open a new Preschool Promise classroom and move one classified staff from GU to Humbolt to backfill vacancies.
  - All instructional staff attended in-person LETRS training to learn strategies for teaching vocabulary. In addition, they are working through differentiated professional development options, such as Studer Leadership, LETRS online modules, and Conscious Discipline training.
  - Leadership Team is leading efforts to complete our short-cycle action plans to achieve our strategic goals.
  - Staff are completing their Student Learning and Growth Goals this month. All staff at Humbolt and Seneca will have a professional growth goal focused on improving communication.
  - We are completing our New Employee Check-Ins, Beginning of the Year Goals Meetings, October Rounding Conversations, and first Fall Observations this month.
  - The Special Education Department staff are participating in ongoing training in autism support strategies.

- **Goal II: Create a student-focused environment where each student is known and prepared for success in life!**
  - Social-emotional learning lessons based on Oregon SEL standards continue: counselors focus on mental health; the Dean of Students focuses on peer problem-solving and regulation skills. This month we added Learning Lunches and the Student Ambassadors program.
  - Recess check-ins are being used with 2nd–6th grade students to support conflict resolution and problem-solving.
  - Teachers collaborated in the Response to Intervention (RtI) process to analyze fall student data and plan differentiated learning opportunities for each student in reading and math.

- We launched a schoolwide buddy program this month. Each class has a buddy class to collaborate with. Students in 3rd-6th grades have opportunities to mentor younger students.
- We had nearly 100% attendance for our parent-teacher conferences. Many classes offered Student-Led conferences.
- K-3rd grades are taking monthly field trips to the Grant County Library. Classes rotate each Wednesday afternoon.

- **Goal III: Positive perceptions, community ownership, and support for our district's facility improvements!**
  - Staff are communicating with families via ClassTag and posting weekly highlights of student engagement on social media.
  - 6th graders are planning their own school service projects to help maintain schoolwide improvements and support other students in their growth.
  - Student Ambassadors program was highlighted on Coffee Time.
  - 5th and 6th graders will again be serving lunch to veterans at the Senior Center.
  - Students received Academic and Character Awards at a schoolwide assembly. The character trait for August/September was Respect. October's character trait, Safety, is being explicitly taught and reinforced throughout the school.

Recent/Upcoming Events

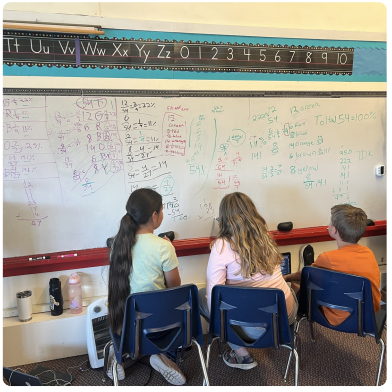
- 9/18: Regional Teacher of the Year Assembly
- 9/19: Teacher Non-Contract Day
- 9/23: Bus Evacuation Drill; IA Staff Meeting
- 9/24: Picture Day; Leadership Team Meeting
- 9/25: IEP Day; K–2 Quad Assembly
- 9/26: RtI Meetings
- 9/29–10/3: Scholastic Book Fair; Title I-A Reading & Math Groups Begin
- 9/30: IA Staff Meeting
- 10/2–10/3: Parent-Teacher Conferences
- 10/4: IA Staff Meeting
- 10/8: Dental Screenings; Leadership Team Meeting
- 10/9: Schoolwide Assembly
- 10/10: Statewide Inservice Day; All Staff LETRS Training
- 10/13: Classified Goals Meetings; 3rd & 4th Grade Quad Meeting
- 10/14-10/16: ESU STEM Lab
- 10/14: IA Staff Meeting
- 10/15-10/17: COSA Special Education Conference
- 10/16: 5th & 6th Grade Quad Assembly
- 10/22: Lockdown Drill; Leadership Team Meeting
- 10/23: Kindergarten Field Trip to Pumpkin Patch; 3rd & 4th Grade Quad Assembly; Gold Rush Kids' Race
- 10/24: Grading Day; Staff Meeting
- 10/27-10/30: MAC Survey Week
- 10/30: Students of the Month Nominations Due! Kindergarten Fashion Show; Costume Parade @ 2:40; Fall Carnival
- 10/31: Staff Meeting; Maintenance Meeting; K-2 Dyslexia Training/Curriculum Training; 3rd-6th District Math & Science Assessment Training
- 11/3-11/5: Timothy Parks Video
- 11/6: IEP Day; Schoolwide Awards Assembly
- 11/7: Teacher Non-Contract Day; Studer Training
- 11/10: Veterans Day Celebration
- 11/11: Veterans Day–No School
- 11/14: Friday School
- 11/25: Thanksgiving Meal
- 11/26-11/30: Thanksgiving Break



Seneca Elementary School

School Board Report for October 2025

Recruit, train, & retain staff able to implement, adjust, and achieve excellence



Professional Development & Continuing Education

• Mrs. Durych attended the *AILDI "Carrying Your Ancestral Language Forward" Symposium* at Arizona State University in late September, exploring ways to integrate Indigenous language and culture into curriculum.

• She is enrolled in a curriculum development course through the *Northwest Indian Language Institute (NILI)* to deepen culturally responsive teaching practices.

• Principal Attlesperger and Mrs. Durych participated in the *GONA (Gathering of Native Americans)* hosted by the Burns Paiute Tribe, focused on community resilience, healing, and forward planning.

• In October, she participated in a EOREN professional development writing workshop with Yolanda Westerberg, serving as a continuation and check-in from the extended K–6 summer training.

• Miss Anderson attended an *Eastern Oregon Regional Educator Network (EOREN)* training titled *Teach Like a Pirate* during the first week of October, focusing on engagement, creativity, and building enthusiasm in the classroom.

• Staff collaboration continues on SLGG goals, with one shared academic goal, one individual academic goal, and one professional growth goal per staff member in preparation for the October staff meeting.

Staff Support & Collaboration

• When a substitute unexpectedly fell ill just before Mrs. Durych's scheduled professional development trip to Arizona, **Lacey Elliott** volunteered her time on a day off to help coordinate classroom coverage. Despite limited substitute availability, the team worked together to ensure students were supported. Mrs. Durych adjusted her travel schedule—arriving at the symposium a few hours late—so that classes could continue uninterrupted.

• In response to the substitute shortage, Lacey Elliott applied for her substitute teaching license, adding valuable depth to Seneca's instructional coverage for future needs.

– This situation highlighted the flexibility, initiative, and shared commitment of the Seneca team—hallmarks of the collaborative, student-first culture that defines the school.

• When a staff member sustained a minor ankle injury during PE, **Skip Ryder** immediately stepped in to assist in the classroom, providing one-on-one math support for students—a great example of teamwork and adaptability.
• Skip Ryder was recognized by the superintendent for going above and beyond in his daily service to Seneca. He received a formal award and personal visit celebrating his dedication to the school community. Skip not only handles maintenance but also assists with cooking, recess supervision, P.E. instruction, and classroom support, embodying the spirit of service and teamwork that defines the Seneca staff.
• The staff continues to support one another and build professional camaraderie, strengthening the collaborative culture within the school.

Create a student-focused environment

Where each student is known & prepared for success in life



Family & Student Engagement
• Parent–Teacher Conferences achieved 100% participation, reflecting strong family involvement and commitment to student learning.
• The school continues to maintain open communication through the ClassDojo app, offering real-time updates and one-on-one messaging between staff and families.
Language, Culture, and Curriculum Integration
• Seneca was officially awarded the $3,000 Juniper Council Art Grant to extend the Historical Timeline Project through 2025.
• A companion grant for $2500 has been submitted to add a “Living Language” layer, featuring Paiute vocabulary and phrases recorded by students and tribal elders.
• Recordings will connect to QR codes along the timeline, allowing visitors to listen to Paiute language as they walk through the hall exhibit, blending art, language, and history.
Guest Speakers & Enrichment
• Science teacher **Miss Anderson** welcomed her grandmother, **Vicki Anderson**, a retired educator, to lead a combined science and social-emotional learning lesson on calming bottles.
• Students investigated how different liquids—such as water, oil, and glue—interact based on their viscosity and density, and how those properties affect the rate at which glitter and sequins move through the bottle.
• The lesson connected scientific exploration with emotional regulation, demonstrating how understanding the science behind calming tools can deepen both curiosity and self-awareness.
Seasonal Learning & Community Generosity
• In an incredible gesture of generosity, **Vicki Anderson**—grandmother of Miss Anderson—donated nearly three dozen home-grown pumpkins to the school.
• On Wednesday, October 15, Seneca held an all-school *Pumpkin Stations Workshop*, integrating science, math, reading, art, and language arts through hands-on exploration.
• Students measured and weighed pumpkins to compare size, circumference, and weight; carved and sorted seeds to practice counting and grouping; roasted the seeds as part of a sensory-science activity; and painted pumpkins for classroom décor.

• In literacy, students created *How-To Books*—step-by-step illustrated guides describing how to carve, paint, or prepare a pumpkin—building sequencing, procedural writing, and vocabulary skills.
• The remaining pumpkins will be used throughout October for classroom play, imaginative learning, and seasonal displays, reinforcing math, storytelling, and community themes.

Learning in Action & Safety Preparedness

• A brief power outage became an opportunity for creative problem-solving and connection when staff organized an impromptu field trip and personally obtained permissions door-to-door, turning a challenge into a memorable learning experience.
• A schoolwide bus evacuation drill was successfully conducted, giving students hands-on training in emergency safety procedures and ensuring compliance with district safety protocols.

Positive perceptions, community ownership, & support for facility improvements



Facility & Operations Updates

• **Operational Improvement:** Coordinated with ESD and TEC to resolve a long-standing fax connectivity issue, restoring reliable communication services for Seneca.

Community Engagement & Fundraising

• The October Can-and-Bottle Recycling Drive is underway, with proceeds supporting Seneca programs.
• Flyers were distributed through local utility bills to encourage community participation.
• The fundraiser will culminate in the Seneca Costume Strut and Parade on October 30, where families and community members are invited to drop off recyclables and enjoy the student parade.

Community Spirit

• Staff, students, and families continue to demonstrate the power of community—supporting one another through challenges, celebrating milestones, and maintaining a positive, collaborative school culture that exemplifies *The Seneca Way.*

Onward, the Seneca Way

In the weeks since our last board meeting, Seneca Elementary has continued to make progress towards it's goals of steady growth, creative teaching, and deepened community connection. From professional learning to student discovery, Seneca continues to move forward with intention—honoring our values of creativity, nature, and community while nurturing the wonder and confidence of every child.

Humbolt Child Care Center

329 N Humbolt St | Canyon City, OR 97820-6123
Phone: (541) 575-1280 Ext: 3155

Monthly Report | October 2025

Staff Report: (7)

- Director (1) | Trina Fell
- Child Care Teachers (3) | Ashley, Celeste, Ashleigh
- Child Care Teacher's Assistants (1)| Heidi
- Child Care Substitute Teacher Assistant (2) | Stacey, Savanna

Enrollment: (29)

- Breakdown of Children Enrolled
  - School Age: 19
  - Preschool: 20
  - Toddlers: 5
  - Infants: 5

Summary of Care: Current building could service max of 8 infant spots, 5 toddler spots, and 18 preschool/school age spots. This would require 8 staff (3 teachers, 3 Aides, 1 Float, 1 Director). Each classroom is licensed with the Department of Early Learning and Care. The child care is going through improvements to meet standards set forth in accepting 4 Preschool Promise Slots.

Mission Statement: At Humbolt Child Care Center, we are committed to providing every child with a safe, nurturing, and interactive environment. We believe in offering affordable and high-quality care to all children, regardless of their background. Our goal is to support each child's social, emotional, cognitive, and physical needs while they play, learn, and grow with us.

District Goals:

I. Recruit, train, and retain staff, able to implement, adjust, and achieve excellence.

The Child Care Center continues to identify and support individualized staff training goals in alignment with our commitment to high-quality care and education. We are working closely with Frontier Child Care Resource and Referral through Preschool Promise mentoring and participation in the newly launched Rural-Focused Child Care Network. These partnerships help us develop and implement professional development plans while connecting staff to relevant training opportunities. This collaboration further strengthens our program by

Board of Directors:
Kris Beal | M.T. Anderson | Amy Charette, Vice Chair | Chris Labhart | Zac Bailey | Will Blood, Chair | Jake Taylor

providing robust classroom support, individualized coaching, and access to valuable instructional resources that promote excellence in daily practice and enhance staff retention.

II. Create a student focused environment where each child is known and prepared for success in life

In alignment with the district goal to create a student-focused environment where each child is known and prepared for success in life, the Child Care Center is actively identifying spatial needs to accommodate the increase in preschool enrollment. Plans are underway to expand into an unused classroom at Humboldt Elementary, allowing us to offer separate classrooms for three-year-olds and Pre-K students. This expansion will directly support children's development by aligning learning environments with age-appropriate practices and fostering a more inclusive, engaging, and supportive setting that promotes early learning success.

III. Positive perceptions, community ownership, and support for our district's facility improvements.

In alignment with the district goal to foster positive perceptions, community ownership, and support for our district's facility improvements, the impact of support from the Frontier Early Learning System has been immeasurable. Their partnership has been instrumental in identifying key needs and creating a sustainable path toward the continued success of our early learning program. Through their guidance and collaboration, we are strengthening program quality, enhancing community engagement, and building long-term stability that reflects positively on our district's commitment to early education excellence.

Special Note: The contents of this report are based on data and financial figures, as of the last day of the previous month.

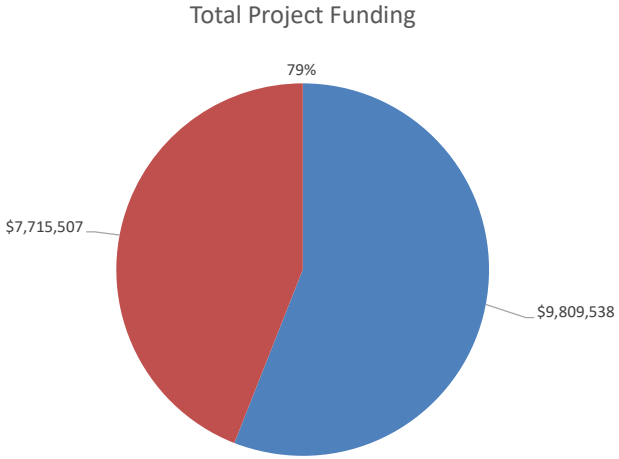
Board of Directors:
Kris Beal | M.T. Anderson | Amy Charette, Vice Chair | Chris Labhart | Zac Bailey | Will Blood, Chair | Jake Taylor

Grant School District 3

Project Tracker

Friday, October 10, 2025

Project	Project No.	Funding Source	Start Date	Months in Progress	Work Status	Budgeted Cost	Current Spend	% Expended
Grant Union HVAC	2023-04	ESSER III / Fund 400 / Renew Grant	Jul-23	28	In-Progress	$3,523,493	$1,759,829	50%
District Maintenance Facility	2023-04	Fund 400 - Cap Projects	Sep-23	26	On-Hold	$268,380	$69,107	26%
Humbolt Greenhouse/Chicken Coop/Landscaping	2024-06	Fund 400 - Cap Projects	Jun-24	16	Completed	$342,620	$343,085	100%
Humbolt HVAC	2022-02	DAS HB5202	Jul-22	40	Completed	$1,249,077	$1,248,816	100%
GUHS Student Commons	2023-02	ESSER III & Brownfield Grant	May-23	29	Completed	$367,171	$366,479	99.8%
GU TAP 2024 Seismic	2024-07	Fund 400 - Cap Projects	Jul-24	16	Completed	$23,470	$23,470	100%
GUHS Replacement Feasibilty Study	2022-04	DAS HB5202	Jul-22	39	Completed	$250,000	$119,393	48%
Humbolt Playground Equipment	2023-03	ESSER II/III	Sep-23	13	Completed	$390,837	$390,837	100%
GU Window Replacement	2024-04	Fund 400 - Cap Projects	Jun-24	4	Completed	$69,167	$69,167	100%
GU Courtyard & Grounds	2024-02	Fund 400 - Cap Projects	Jun-24	4	Completed	$117,820	$117,820	100%
PA System	2023-09	Fund 400 - Cap Projects	Jan-24	9	Completed	$27,488	$27,488	100%
Pressbox @ 7th Street	2022-04	Fund 400 - Cap Projects	Dec-22	23	Completed	$141,300	$141,300	100%
Humbolt Seismic - Phase 2	2022-01	Business Oregon Seismic Grant	May-21	32	Completed	$1,287,657	$1,287,657	100%
Grant Union Roof Repairs (Seismic)	2022-03	DAS HB5202	Jul-22	14	Completed	$1,090,942	$1,090,942	100%
School District 3 Fencing	2023-01	SIA & Fund 400 - Cap Projects	Jun-23	7	Completed	$284,878	$284,878	100%
Humbolt Paving	2023-05	Fund 400 - Cap Projects	Aug-23	3	Completed	$114,055	$114,055	100%
GU Paving	2023-06	Fund 400 - Cap Projects	Aug-23	3	Completed	$35,670	$35,670	100%
Humbolt SpED	2023-07	Fund 400 - Cap Projects	Jul-23	3	Completed	$15,947	$15,947	100%
Building Access, Security & Alarms	2023-08	Fund 400 - Cap Projects	Sep-23	13	Completed	$209,565	$209,565	100%
Total All Projects (Sum/Avg./In-Progress)	**19**			**17**	**17**	**$9,809,538**	**$7,715,507**	**79%**



Fund 400 - Capital Projects	
Total	$5,759,316
Expended	$3,456,133
Remaining	$2,303,183
% Remaining	**40%**

DAS HB5202 Grant Funding	
Total	$2,250,000
Expended	$2,459,152
Match	($209,152)
% Remaining	**-9%**

2022 SEISMIC Grant Funding	
Total	$1,089,877
Expended	$1,090,942
Remaining	-$1,065
% Remaining	**0%**

ESSER II/III Grant Funding	
Total	$709,279
Expended	$709,279
Remaining	$0
% Remaining	**0%**

Wednesday, October 15, 2025	Grant School District 3 Project Updates		Project Schedule		
			Start	End	Months
Grant Union	**GU HVAC**	Construction of HVAC systems is complete. Working on HB3031 compliance for CO2 monitor installation, final puchlist items, testing and balancing, and commissioning. Final disbursements from the Renew America's Schools grant have been requested and are pending review and approval by the Department of Energy.	**Jul-23**	**Oct-26**	**41**
	Maintenance Building	Project on hold	**Jul-23**	**Jul-25**	**25**
Humbolt	**Early Childhood Learning Ctr**	Awarded FY26 CIP (Federal CIP THUD Grant) for $1,450,000 and the funds are in a committed appropriations bill. The Business Oregon ($2 Million) through the Child Care Infrastructure Fund will be reapplied for in December (Round 3) and will likely be awarded.	**TBD**		
Completed Projects	**Greenhouse/Chicken Coop/Landscaping**	Project is complete	**Jun-24**	**Aug-25**	**15**
	Humbolt HVAC	Project is complete	**Jun-23**	**Apr-25**	**23**
	Student Commons	Project is complete	**Sep-23**	**Apr-25**	**20**
	Humbolt HVAC	Completed March 2025	**Jun-23**	**Mar-25**	**23**
	GU TAP 2024 Seismic	Completed February 2025. Awards should be announced by the end of May.	**Jul-24**	**Mar-25**	**9**
	Feasibility Study	Completed December 2024.	**Jul-22**	**Dec-24**	**31**
	Playground Equipment	Completed September 2024.	**May-24**	**Sep-24**	**6**
	PA System	Completed August 2024.	**Jun-24**	**Aug-24**	**3**
	GU Window Replacement	Completed August 2024.	**Jun-24**	**Aug-24**	**3**
	GU Courtyard	Completed August 2024.	**Jun-24**	**Aug-24**	**3**
	Fencing	Completed Fall 2023.	**Jun-23**	**May-24**	**12**
	Access Control & Rekeying	Completed in May 2024.	**Nov-23**	**May-24**	**7**
	7th Street Crow's Nest	Completed in April 2024.	**Oct-23**	**Apr-24**	**7**
	Seismic	Completed in December 2023.	**Jun-23**	**Dec-23**	**7**
	Rekeying	Completed in February 2024.	**Nov-23**	**Dec-23**	**2**
	East 7th Street Parking	Completed first week in November 2023.	**Oct-23**	**Nov-23**	**2**
	GU Pavement Resealing	Completed in October 2023.	**Aug-23**	**Oct-23**	**3**
	Humbolt ADA Concrete	Completed in October 2023.	**Aug-23**	**Oct-23**	**3**
	Seismic (Roof Repairs)	Compelted in September 2023.	**Jun-23**	**Sep-23**	**4**
	GU Staff Room	Completed in August 2023	**Jun-23**	**Aug-23**	**3**
	Humbolt Pavement Reseal	Completed in August 2023.	**Aug-23**	**Aug-23**	**1**
	Humbolt SpED Remodel	Completed in November 2023.	**Aug-23**	**Aug-23**	**1**

Mark Witty – Superintendent

GRANT SCHOOL DISTRICT NO. 3

401 N Canyon City Blvd | Canyon City, OR 97820-6111
Phone: (541)575-1280 | Fax: (541)575-3614

Board Meeting Minutes

Wednesday 9/17/2025 | 7:00PM

ZOOM IN BY USING THE FOLLOWING ACCESS CREDENTIALS:
https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMmhoT1VtS0wvbk1MZz09
Meeting ID: 259 524 5851 | Passcode: HelloGSD3
[* = supplement enclosed]

1) PRELIMINARY BUSINESS:

1.1 Call to order 7:01 Pm
- 1.1.1 Board Attendance: **5 of 6** – Zac Bailey absent

1.2 Pledge of Allegiance

1.3 Agenda Review – Postpone item 4.8 to next meeting
- 1.3.1 Motion: MT ; Second: CL; Unanimous: X 5-0

2) PUBLIC COMMENTS | 3-MINUTE LIMIT:

2.1 Public Forum:
- 2.1.1 Erin Hodge – Would like to make it clear that she is not here tonight to oppose Grant School District, but to raise awareness of the way situations are currently being handled. KLD-AR complaints on Staff – procedures were not followed. I received an unexplained verbal complaint from a coworker. I was never informed of this complaint or was allowed to respond. I received an additional verbal complaint last year stating that I had created a hostile workplace and verbal distress, getting removed from Humbolt. The complaints were not true. I was quietly pushed out without due process. This has caused me mental, emotional, and financial distress. I had intended to sub, but was told I was not allowed to sub or volunteer at Humbolt. Witty said that he would consult a district lawyer and follow up, but have not received a response back. I was told if I chose to speak tonight, I would no longer be allowed to substitute at the district at all. I took the appropriate steps to handle the complaints and asked for admin support, which was not received. I was told I could accept a job at the high school, or lose my job entirely. This was not a choice I entirely made on my own, I was told that if I didn't, I would not have a job. Being the sole income of my family, I had no choice.
- 2.1.2 Kelly McDaniel – (continuing Erin's statement) After I was transferred, I learned that staff at Humbolt were instructed to remove pictures of me. I had friends from Humbolt afraid to talk to me, in fear they would get in trouble. Twice I had community members tell me what they had heard other staff members say about me from the entryway. The union lawyer told me I should be looking for another job, because "this administration has it out for you." This level of targeting goes beyond policy violation, it crosses into a lack of human decency. To be clear, my goal tonight is not retaliation. My goal is for the board to follow the KLD-AR process more consistently and fairly. Other staff members stay quiet out of fear. I had been employed for 10 years, going back to school to earn my license. Despite the dedication, I am no longer employed here. Now I have no choice but to leave the area because I was denied being treated fairly. I

urge the board to review the proper use of the complaint process to ensure transparency, fairness, and trust within our school.

2.1.3 Sivanna Hodge – I was hoping to have a private conversation with Mr. Witty, but since he was unable to talk to me, I am speaking to the board to share what I have been through. I went to school here, graduated here, and have put a lot of time and energy into this community. I am now ashamed to say I graduated from this school. A specific employee of this school has said ugly, unrepeatable comments about me. She has reported me to the principal for untrue things. This feels like it is not about me, but about issues with my mom. Not only have things happened within the school, but at sporting events, and at my job. The worst accusation she made was that I had an inappropriate interaction with a student. I had only given a family friend a hug and asked if he was excited to start the school year. I tried to greet another family friend and student, but this employee pushed me and the student apart. I care about the district, and have given back, and I don't believe I deserve to be treated this way. I just want the admin to understand what is going on behind their doors.

MT – I would like Erin to be able to finish her statement – it was finished by the next speaker on her behalf.

3) COMMUNITY PARTNER RECOGNITION

3.1 Frontier Early Learning Systems* - Patty and Cheyenne Winters – Quarterly awardee – They have been wonderful partners for us with Humbolt Child Care Center. Help us with systems and rules of programs. Also manage the program enrollments. The reason that we have Preschool Promise slots is because they have gone to bat for us. We started with 0 then got 4 and now have 10, so we can offer the program free of charge now. They have also been huge partners to help bring a new Early Learning Center to our area.

Patty – counterpart in Harney County is Donna Schnitker through the Early Learning Hub. We are working to bridge early learning into schools.

4) REPORTS:

4.1 Financial/Business Manager/ MJE *

4.1.1 See: Board Meeting Packet – Addendum | Financial Report – August 2025 – MJE audit is the first week of November and the ending fund balance projection report will come at the next board meeting since we now have payroll processed and set up for budget encumbrances.

4.2 Current Enrollment | Average Daily Membership (ADM) Reporting) as of last day of previous month/ MW*

As of the end of August, there are still a lot of changes to be made of students coming in and going out. The trend does continue to be the same trend as the past smaller - cohorts coming. Humbolt is showing a decrease in enrollment due to a large 7th grade and a smaller incoming kindergarten class. Early Learning Center will help with the kindergartener recruitments.

4.3 Current Staffing/JY/MW

4.3.1 GU = 39
4.3.2 HES = 43
4.3.3 SES = 4
4.3.4 HCCC = 6
4.3.5 DO = 2
4.3.6 Transportation = 7 **Total =101**

4.4 Administrator's Reports | Previous Month:

4.4.1 Principal, Shanna Northway | Vice Principal, Andy Lusco | GU/SPED *

4.4.2 Principal, Janine Attlesperger | Humbolt (HES)*

4.4.3 Head Teacher, Stacy Durych | Seneca (SES) *

4.4.3.1 Grant Award – Jupiter Council – Kids were told about the grant today and are very excited. MW – subscribe to Stacy's newsletter on your email because she is doing a great job sharing information. KB – Juniper Council distributes about $7000 for grants to support the arts in our community. The grant Seneca received is for the Seneca timeline project which will be extended to 2025. Grant School District has received 9 different grants from the juniper Arts Council over the years.

4.4.4 Director, Trina Fell | Humbolt Child Care Center (HCCC) *

4.5 Superintendent's Report/ Superintendent Mark Witty

4.5.1 SRS Update – Listened to Bentz's townhall today and he said that they are meeting either tomorrow or the next day. Challenge because the leadership is from the South East and this is an issue for Western States. Realistically needs to be done by the end of the month. Roughly $356,000.

4.5.2 Renew America Update – 99% sure we are going to get this grant. We are first in the nation because we were ready to go. $636,000 and we have $25,000 left in phase 1 that they are hoping to roll over to phase 2. Additionally, there may be an avenue for replacing windows within the District to upgrade to a higher level of efficiency through grants.

4.5.3 Podcast - "Hardwiring Excellence in Education" – Studor Education podcast surrounding their work that they do in schools. Will provide for you to listen to.

4.5.4 Oregon Economic Forecast – Emailed materials from forecast. $880mil down from original projections. Most is tied to federal tax cuts, a major difference from the Great Recession of 2007 is the State of Oregon has an Education Stability Fund which can provide some stability if there is a downturn.

4.5.5 OSBA Annual Convention – November 6-9, 2025 Would like some interest in attending. It would be great if the new board member could go. Amy – good information on board processes and networking with other school board members. With our upcoming Superintendent search networking would be a great opportunity. The rural Caucus has scholarships for board members to attend. The next 5 years will bring huge changes. District will arrange hotels.

4.5.6 OSBA Fall Regionals – Long Creek – October 27, 2025 5:00PM – Any board member can attend.

4.5.7 Early Learning Grant – Business Oregon – Just opened today and we will be attempting to get $2mil. This is the second time that we are applying. Adding in a collaboration letter with 22 partners and contingent offer on land.

OTEC power conference – you should go if you get an opportunity in the future. Opening a linemen school in Baker with a cost of $22,000 per student. OTEC is attempting to make the lineman school in Baker City free to those that live in their service area!

4.6 Construction/Capital Projects Update MW

4.6.1 GSD3 Project Tracker *

4.6.2 GSD3 Project Updates *

4.7 2024-25 Integrated Guidance Annual Report – Mark Habliston Providing cliff notes version of the different grants and the report that will be submitted later this month. The SIA and HSS are the two big money grants. Flyer includes the main categories of expenditures. The three narrative questions are to be submitted to ODE at the end of the month. MW – the grants were not around ten years ago and are why we are able to provide so many programs and options. Shanna – 100% 9th grade on track this year

4.7.1 Receive public comment - 7:46pm – no public comments

~~4.8 Humbolt Childcare Center Presentation – Trina Fell~~ to October meeting

4.9 2024-25 Division 22 Standard Compliance Report

4.9.1 2024-25 Compliance Report*

4.9.2 Local Performance Assessments / Corrective Action Plan*– MW: We have one area of improvement – we are providing work samples. We identified last year and informed ODE that it would take two years to resolve. Work Samples make the students do more real-world problems. The District is well on our way to accomplishing this. Math and Science work samples will be brought this year. Essential Skills has been temporarily removed as a requirement to graduate but this will not be the case as we move forward. Work Samples is one method for a student to demonstrate Essential Skills.

5) CONSENT AGENDA:

5.1 Recommend Approving Board Meeting Minutes

5.1.1 8/20/25 Work Session Meeting *

5.1.2 8/20/25 Board Meeting *

5.1.3 8/27/25 Special Meeting *

5.2 Recommend Accepting New Hires:

5.3 Recommend Accepting Employment Role Transfer:

5.4 Recommend Accepting Employment Role Addition:

5.5 Recommend Accepting Employment Resignations:*

5.5.1 Sophia Morris | HS Assistant Track Coach

5.6 Approval Consent Agenda (Entire Section): Motion: MT; Second: KB; Unanimous: X

6) NEW BUSINESS:

6.1 Consider request to Coop with Dayville for Softball* WB – position from original meeting but had Dayville come forward with the request at that initial meeting it would have been approved. MW – OSAA is redoing classifications moving it down to 5 classifications. The enrollment numbers will be adjusted as a result. All Coops will need to be redone next year. MT – 1 athlete; MW – yes

6.1.1 Motion: KB; Second: MT; Unanimous: X

6.2 New Superintendent – Qualities, Qualifications and duties determined

6.2.1 Review Qualities and Duties of Superintendent Policy CBA* MW – some things are required by law, so the policy is provided. Our policy is pretty broad. We can add qualities under 6.4 and would like a few board members to create a list to send out the advertisement for the next superintendent. Amy – so this is a policy we have in place and we are going to pick a few for the announcement.

6.2.2 Motion to use CBA policy for basis: AC; Second: KB; Unanimous: X

6.3 Receive Public Input regarding Qualification and Duties of Superintendent 7:58 opened public comment – Shanna – over the last several years we have tried many things for admin hiring. Someone with small school experience. Managing and operating a small school district is much different than a large district. Heather Rookstool – Mark is third Sup and having the open door policy is super valuable to employees. Someone who is willing to listen, Trusting the building admin. Public comment closed 8:02pm

6.4 Discussion on leader type needed to meet GSD3 Strategic Goals

6.4.1 WB – we cannot control the applicant pool. Desired quality should be based on the current Superintendent with Small District experience. MW – real world rural experience and Superintendent experience

6.4.2 AC – Good communication is a must. MW – Open Communication lines with multiple stakeholders

6.4.3 MT – Somebody who has enough humility to be comfortable to reach out to someone like you. We might not find someone with as much experience as you. MW – the ability to be open to input from various

sources – Process person – WB – Phone a friend. Would like to see a budget line for transition issues in the 26-27 budget. MW – Only interested if the superintendent is. Networking is the most important skill that you must have. SN – The candidate must know their Strengths and Weaknesses.

6.4.4 CL – Must have a good Finance person in place and working. I agree with mentorship MW – Most Sups research the Business Manager because a solid business manager is imperative to the superintendents overall success.

6.5 Approve Preferred Qualities and Qualifications of the next Superintendent (to be used in the search process)

6.5.1 Motion: AC; Second:KB ; Unanimous: X

6.6 Approve Superintendent Search Timeline and Process* WB – want to get this going so that we can be in the first wave of recruiting. MW – Met with OSBA to make sure that we were thinking of everything. The process is intense. I think that we are going to find a good candidate. CL – Like the part about students being involved. MW – We should get budget committee members involved as well. The community needs to get to know who these people are.

6.6.1 Motion:MT; Second: CL; Unanimous: X

6.7 Motion to set Special Board meeting on September 24, 2025 at 7:00pm to fill the open board position – WB new member will be sworn in that night and then they will get all of the packet and documents so they will be ready to go at the October meeting. MW – currently no applications, but expecting at least 2. If there are three we will need to have everyone rank the candidates and the candidates with the lowest number would be appointed.

6.7.1 Motion: KB; Second: MT; Unanimous: X

7) FUTURE CALENDAR DATES | 2025 | ALL Meetings are held at District Office, unless otherwise specified:

7.1.1 9/24 – Special Board Meeting regarding appointment of new board member| 7:00PM

7.1.2 10/15 – Board Meeting | 7:00PM

7.1.3 10/27 – OSBA Fall Regional | 5:00PM Long Creek

7.1.4 11/6 to 9 – OSBA Annual Convention

7.1.5 11/19 – Board Meeting | 7:00PM

8) BOARD REPORTS:

8.1 **KB: Yesterday I met GU student and he said that he likes school a lot. He really doesn't have a least favorite class**

8.2 **M.T. A: I want to publicly thank Jake Taylor for his service. I valued his input on this board and he was fun.**

8.3 **AC: Thank you for the positive things going on in the district. The partnership with the Library and the Junior High is great.**

8.4 **CL: - (Held up flyer) MW – Andy is working on remodel of the endzone at Three Flags field. This is a rendering for the community project trying to raise funds. Echo Jake Taylor comment. He is a former student and important**

8.5 **ZB: Absent**

8.6 **WB: Echo Jake thing. We are starting to get the ball rolling on Superintendent search. I was scared of this day since Mark stepped in that office, but I am not scared anymore**

MT – Website needs to have board members and no pic of the Superintendent.

Board Packet posted on district web site at:
https://grantsd3.schoolinsites.com/

Grant School District No.3 does not discriminate in employment, educational programs and activities, on the basis of race, national origin, color, creed, religion, gender, gender identification, sexual orientation or associational preference, age, disability, veteran status. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. For additional information or assistance contact the District office at: (541)575-1280 | 401 N Canyon City Blvd,

8.7 **OPEN:**

9) TOTAL IN ATTENDANCE:

9.1 In Person: 16

9.2 Via Zoom: 13

10) ADJOURNED: 8:32PM AC / KB / all approved

Approval of Meeting Minutes:

X:_____ Date:_____
Mark Witty, Superintendent

X:_____ Date:_____
Will Blood, Board Chair

Mark Witty – Superintendent

GRANT SCHOOL DISTRICT NO. 3

401 N Canyon City Blvd | Canyon City, OR 97820-6111
Phone: (541)575-1280 | Fax: (541)575-3614

Board Meeting – Special Meeting Minutes

Wednesday 9/24/2025 | 7:00PM

ZOOM IN BY USING THE FOLLOWING ACCESS CREDENTIALS:
https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMmhoT1VtS0wvbk1MZz09
Meeting ID: 259 524 5851 | Passcode: HelloGSD3
[* = supplement enclosed]

1) PRELIMINARY BUSINESS:

1.1 Call to order 7:04pm
- 1.1.1 Board Attendance: **6 of 6** (Zac Bailey online)

1.2 Pledge of Allegiance

1.3 Agenda Review
- 1.3.1 Motion: AC; Second: KB; Unanimous: X

2) PUBLIC COMMENTS | 3-MINUTE LIMIT: No public comments

3) NEW BUSINESS:

3.1 Review Applications for Open Board Position – Provided to board members prior to meeting. Drew names for order of interview and other applicant will be sequestered during the interview of the first candidate.
- 3.1.1 Renee Hollowell
- 3.1.2 Lucas Moore

3.2 Interview Applications
- 3.2.1 Renee Hollowell
  - 3.2.1.1 Q1 – Motivation to apply – At a point where kids are a little bit older and have the capacity to contribute in community service. One is 12 at GU and the other is 10 at Humbolt. Vested interest with the district. Involved with strategic planning by district and was impressed with community input and process and would like to continue on with that.
  - 3.2.1.2 Q2 Personal or professional experience to bring to board – Experience on Parks and Rec board and work for Forest Service. Works with a team with different perspectives to achieve a common goal. Used to being in meetings and active listening/active inputting. Previous project leader in the Forest Service.
  - 3.2.1.3 Q3 Important parts of the board's members role – Making and creating policies for the district. Making sure that there is discussion and questions when motions are on the table. Your input needs to be given. Represent the board at community events. Do board members have a role to hire and fire? Asking the board for input on hiring and firing would be great.

3.2.1.4 Q4 How do you approach making decisions when there are competing priorities and limited resources– Thinks there always will be competing interests, so focusing on what the mission or priority is. Would make decisions based on what is best for our students and staff. Greatest good for the greatest numbers.

3.2.1.5 Q5 Strategy for building trust and transparency between the board and the public – communicating and letting them know who I am. Be present and more visible at events. I would volunteer. Be willing to listen and allow people to vent if needed, but with no opinion. Be visible, be approachable, be friendly, fair, and honest.

3.2.1.6 Q6 – What do you see as the biggest challenge for k-12 education in the next 5 to 10 years and how do we prepare? Technology should be integrated into the classroom. Teaching respect with screens could potentially be challenging. Consistent consequences that prepare for adulthood. Develop and maintain partnerships and grants. Classroom tools are ever changing. Making sure staff is trained on new integrations. Socially – continue to do what we are doing with positive reinforcements and respect. Make adjustments to the Strategic Plan.

3.2.1.7 Q7 - How do you hold yourself and other board members accountable to a high ethical level? Focusing on making the district the best it can be. Call it out when unethical behavior is seen and then it can be addressed. Be willing to do harder things.

3.2.1.8 Questions for the board – Who has been on the board the longest? What do you wish you would have known when you were originally elected? As a former teacher, I have a different perspective of the board. I like dealing with policies. We are all looking out for each other. You answer to #6 – WB State School funding – Comes down to state and federal funding. The economic forecast is down. Luckily we have someone looking way down the road instead of just over the hood. Me personally, the biggest thing is the financials. MW – The biggest decision for the board coming up is the new superintendent. The person appointed will be part of that decision.

3.2.2 Lucas Moore

3.2.2.1 Q1 – What motivated you to apply for a position on the board? Having 3 kids in this district and wanting to have a role in their education. I feel like we all have to do our part helping the community.

3.2.2.2 Q2 Personal or professional experience to bring to board – Served on two other boards. I work well with others and communicate well. I've been involved with hiring and firing in the past. Been involved with GU strategic committee and budgeting committee.

3.2.2.3 Q3 Important parts of the board members role – To help direct the superintendent and district in which direction to go. Should the board be involved in hiring and firing of teachers and faculty? There should be representatives for the school board, but not every person on the board should.

3.2.2.4 Q4 Approach to making decisions when there are competing priorities and limited resources. My thought process is based on a timeline of what's more or less urgent. Prioritizing any resources you do have.

3.2.2.5 Q5 Strategy for building trust between the board and the public – You have to be transparent that there are certain things you can't discuss. If a community member presented an issue to me, I would bring it to the rest of the board.

3.2.2.6 Q6 – What do you see as the biggest challenge for k-12 education in the next 5 to 10 years and how do we prepare? I think we will face less and less kids coming into our school district. Not leaving, but less opportunities for young families to come in. I don't know how to answer the second part of that question. Do you think the board should weigh in on issues in the community like jobs? I think that's exactly what our role is. To elect to do just that, elect to bring jobs.

3.2.2.7 Q7 - Who do you hold yourself and other board members to a high ethical level? Honest and transparent communication if there's an issue. Easily confront people. If I had an issue, I believe I would communicate with the rest of the board and follow the protocols.

3.2.2.8 Questions for the board – If I am appointed, how do I become familiar with the issues facing the district? WB – This is why we are doing this now rather than October, because the new appointee will get the board packet and information prior to the meeting. You could also speak with no more than 2 members at the same time due to serial meeting laws. Superintendent Witty will also bring you up to speed. MW – OSBA has trainings coming up soon as well and they help train new board members. I would like to get someone on board that is going to be involved in the district for 8-10 years.

3.3 Appoint Applicant to Open Board Position – ZB – Will abstain from voting because he had no score card in the virtual connection. MW – This appointment would go through June 30, 2027.

3.3.1 MT - #1 Luke #2 Renea
3.3.2 AC - #1 Renea #2 Luke
3.3.3 CL - #1 Renea #2 Luke
3.3.4 WB - #1 Luke #2 Renea
3.3.5 KB - #1 Luke #2 Renea

KB – Lucas will have to vacate his position on the budget committee, so we would love for you to step into it.

3.3.6 Motion to appoint Lucas Moore to the vacant board seat: KB; Second: MT; Unanimous:X (ZB Abstained)

3.4 Oath of Office – Newly Appointed Board Member Lucas Moore

4) TOTAL IN ATTENDANCE:

4.1 Via Zoom: 4
4.2 In Person: 8

5) ADJOURNED: 8:01 PM AC/CL – all in favor

Board Packet posted on district web site at:
https://grantsd3.schoolinsites.com/

Grant School District No.3 does not discriminate in employment, educational programs and activities, on the basis of race, national origin, color, creed, religion, gender, gender identification, sexual orientation or associational preference, age, disability, veteran status. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. For additional information or assistance contact the District office at: (541)575-1280 | 401 N Canyon City Blvd,

Approval of Meeting Minutes:

X: _____ Date: _____
Mark Witty, Superintendent

X: _____ Date: _____
Will Blood, Board Chair

GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Garrett Gibbs

POSITION: HS Girls Wrestling Assistant

***FIRST DAY OF WORK:** 11/17/25 **WORK HOURS PER DAY:** 2

 # APPLICATIONS RECEIVED: 1 **# PERSONS INTERVIEWED:** 1

EXPERIENCE: 4 Years volunteer wrestling coach at GU

EDUCATION: HS Diploma, some College

NAMES OF REFERENCES CHECKED: Tye Parsons

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Andy Lusco

Shanna Northway

NAMES OF ALL PERSONS INTERVIEWED:

Garrett Gibbs

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Angie Lusco/Trinity Morris

REASON FOR LEAVING: ☐ RETIRED ■ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: 4/29/25 **DATE APPLICATIONS CLOSED:** 9/25/25

CLASSIFICATION (select one): ☐ CLASSIFIED ☐ LICENSED ☐ ADMINISTRATOR ☐ CONFIDENTIAL ■ COACH ☐ EXTRA DUTY

LANE: B **STEP/YEARS:** 4 **SALARY:** 4931.80 (select one) ☐ Hourly ☐ Annually ☐ Season

☐ Contract issued

■ **RECOMMENDED TO THE BOARD FOR HIRE** **DATE OF BOARD APPROVAL:** _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

_____ 9/25/25

SIGNATURE OF SUPERVISOR **DATE FORM COMPLETED**

_____ _____

SIGNATURE OF SUPERINTENDENT **DATE**

GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Mandie McQuown

POSITION: Assistant Girls Basketball

***FIRST DAY OF WORK:** 11/17/25 **WORK HOURS PER DAY:** 2

 # APPLICATIONS RECEIVED: 2 **# PERSONS INTERVIEWED:** 1

EXPERIENCE: 1 year Assistant BB at GU, 15 years VB Assistant Coach (various schools)

EDUCATION: Associate's Degree

NAMES OF REFERENCES CHECKED: Shanna Northway, Mariah Moulton

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Elijah Humbird

Andy Lusco

NAMES OF ALL PERSONS INTERVIEWED:

Mandy McQuown

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Shanley Cobb

REASON FOR LEAVING: ☐ RETIRED ■ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: 9/5/2024 **DATE APPLICATIONS CLOSED:** 10/7/25

CLASSIFICATION (select one): ☐ CLASSIFIED ☐ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ■ COACH ☐ EXTRA DUTY

LANE: B **STEP/YEARS:** 1 **SALARY:** 4512.78 (select one) ☐ Hourly ☐ Annually ☐ Season

☐ Contract issued

■ **RECOMMENDED TO THE BOARD FOR HIRE** **DATE OF BOARD APPROVAL:** _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

_____ 10/7/2025

SIGNATURE OF SUPERVISOR **DATE FORM COMPLETED**

_____ _____

SIGNATURE OF SUPERINTENDENT **DATE**

GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Trey Thompson

POSITION: Head Baseball Coach

*FIRST DAY OF WORK: March 1 WORK HOURS PER DAY: 2

APPLICATIONS RECEIVED: 4 # PERSONS INTERVIEWED: 3

EXPERIENCE: 3 Years assistant coach at GU

EDUCATION: Master's Degree

NAMES OF REFERENCES CHECKED: Cam Hueckman, RC Huerta

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Amy Charette — AndreaCombs

Mitch Wilson — Andy Lusco

NAMES OF ALL PERSONS INTERVIEWED:

Zach Williams — Jordan Ackerman

Trey Thompson

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: RC Huerta

REASON FOR LEAVING: ☐ RETIRED ■ RESIGNED ☐ TERMINATED ☐ NEW POSITION

DATE OF NOTICE OF POSITION: 9/5/25 DATE APPLICATIONS CLOSED: 10/7/25

CLASSIFICATION (select one): ☐ CLASSIFIED ☐ LICENSED ☐ ADMINISTRATOR
☐ CONFIDENTIAL ■ COACH ☐ EXTRA DUTY

LANE: A STEP/YEARS: 3 SALARY: 5501.40 (select one) ☐ Hourly ☐ Annually ☐ Season

☐ Contract issued

■ RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

SIGNATURE OF SUPERVISOR — DATE FORM COMPLETED

SIGNATURE OF SUPERINTENDENT — DATE

From:

Brooklynne Rhinehart

Teacher's Aid

Humbolt Elementary School

329 N Humbolt St

Canyon City, Oregon, 97820

rhinehartb@johndaysd.org

541-620-8013

09/25/2025

To:

Board of Directors and Members

Grant School District #3

401 N Canyon City Blvd

Canyon City, Oregon, 97820

Request for Position Transfer

To whom it may concern, I, Brooklynne Rhinehart, am requesting a position change from my current role as an Educational Assistant at Humbolt Elementary to the Childcare Teaching Assistant position at Humbolt Preschool.

While I find my current role very fulfilling, I am currently pursuing a Bachelor of Science in Early Childhood Education and Early Childhood Special Education, and I have completed the equivalent of an associate's degree. As I near the completion of my program, I would like to gain experience with different age groups and explore other areas of child development. This opportunity at Humbolt Preschool will allow me to broaden my experience and strengthen my skills within the educational field.

Thank you for your time and consideration.

Sincerely,

Brooklynne Rhinehart

Mark Witty <markwitty@johndaysd.org>

Change positions

3 messages

Dixon Apostol <apostold@johndaysd.org>
To: Mark Witty <markwitty@johndaysd.org>

Mon, Sep 29, 2025 at 6:39 PM

Good evening,

The following email is to request a voluntary change from GU Custodian to Instructional Assistant at Humbolt Elementary. I recognize there will be a pay decrease but would like to confirm my years of experience will maintain at step 4.

Thank you for your assistance in this matter.

Dixon

GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Andrea Ashley

POSITION: K6 Online Teacher of Record

*FIRST DAY OF WORK: 9/20/2025 WORK HOURS PER DAY: NA

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 1

EXPERIENCE: Elementary teacher for 15 Years (8 at GSD)

EDUCATION: Master's in Education

NAMES OF REFERENCES CHECKED: Robyn Miller, Amy Hunt

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: ☐ YES ☐ NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:
Andy Lusco

NAMES OF ALL PERSONS INTERVIEWED:
Andrea Ashley

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: NA

REASON FOR LEAVING: ☐ RETIRED ☐ RESIGNED ☐ TERMINATED ☒ NEW POSITION

DATE OF NOTICE OF POSITION: 8/15/25 DATE APPLICATIONS CLOSED: 9/17/25

CLASSIFICATION (select one): ☐ CLASSIFIED ☐ LICENSED ☐ ADMINISTRATOR ☐ CONFIDENTIAL ☐ COACH ☒ EXTRA DUTY

LANE: _____ STEP/YEARS: _____ SALARY: 2500 (select one) ☐ Hourly ☐ Annually ☐ Season

☐ Contract issued

☒ RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

*ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.

SIGNATURE OF SUPERVISOR

DATE FORM COMPLETED

SIGNATURE OF SUPERINTENDENT

10-1-25
DATE

9/29/25

To whom it may concern,
I am writing to inform Grant School District that I am stepping down as a bus driver as of October 16th will be may last full day.

Thank
You
Ben Fuller

OSBA Model Sample Policy

Code: DBEA
Adopted:

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the seven members of the Board and seven electors appointed by the Board as required by law. The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee.[1] The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.

2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

[1] Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.

Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

ORS 174.130
ORS 192.610 - 192.695
ORS 294.305 - 294.565
ORS 328.542
ORS 329.711
ORS 433.835 - 433.875
OAR 581-022-2307

OSBA Model Sample Policy

Code: IIA
Adopted:

Instructional Materials**

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and ~~school and classroom~~ library materials in school and classroom libraries, and that those materials should be inclusive of populations represented in a global society. ~~[The process to select materials will reflect respect for all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.]~~

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

A material involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term "instructional material" includes core instructional materials, supplemental materials, ~~school library materials, and classroom library materials~~and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Definitions

"Core instructional material,"[1] sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and

[1] This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

"Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

"Library materials" includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. "Library materials" does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

"School library ~~materials~~" means any collection of library materials ~~which are kept in the school library for student selection and use~~made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. ~~These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc.~~ These materials are not adopted by the Board.

"Classroom library ~~materials~~" means any collection of library materials ~~which are kept in the classroom for student selection and use~~made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. ~~These may include books, media, newspapers, magazines, videos, etc.~~ These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. ~~[~~The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner ~~in accordance~~ compliant with ORS 337.260.~~]~~ The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria. (See administrative regulation IIA-AR(6) – Independent Adoption of Core Instructional Materials.

Supplemental Instructional Materials

All supplemental instructional materials will be selected by teachers, principals, librarians, and/or others, as determined appropriate which may not be through any formal selection procedure. Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260. Such materials will contain suitable readability levels and support the district's adopted curriculum content. Materials will be used for their intended audience.

All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional Materials.

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. [All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration ~~of School or Classroom~~ Library Materials in a School or Classroom Library.]

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 332.107
ORS 336.035
ORS 336.082
ORS 336.840
ORS 337.120
ORS 337.141
ORS 337.150
ORS 337.260
ORS 337.511
ORS 339.155
ORS 659.850

OAR 581-011-0050 - 0117

OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2310
OAR 581-022-2340
OAR 581-022-2350
OAR 581-022-2355

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2018~~2024).
Title VI of the Civil Rights Act ~~of 1964~~, 42 U.S.C. § 2000d (~~2018~~2024); 28 C.F.R. §§ 42.101-42.106 (~~2019~~2024).
Title IX of the Education Amendments ~~of 1972~~, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (~~2018~~2024);
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2024~~2020).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act ~~of 2008~~, 42 U.S.C. §§ 12101-12133 (~~2018~~2024); 29 C.F.R. Part 1630 (~~2019~~2024); 28 C.F.R. Part 35 (~~2019~~2024).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2018~~2024).
Senate Bill 1098 (2025).

OSBA Model Sample Policy

Code: IKF
Adopted:

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a 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 care[1];

2. Experiencing houselessness[2];

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. [3]Enrolled 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 program[4] 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 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.

Diploma

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

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in language arts[6] (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 civics[7] 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 [8]financial literacy);

5. [9]One-half credit of higher education and career path skills;

6. [10]One-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 languages[11] (units shall be earned in any one or a combination).

---

[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.

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

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

1. [12]Demonstrate 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. [13]One-half credit in personal financial 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.

6. [14]One-half credit in higher education and career path skills;

7. One credit in health education;

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. [15]Demonstrate 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.

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

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

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.

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, extended 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:

[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.

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
    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, extended 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 attendance[18] will be awarded to students who:

1. Have maintained regular full-time attendance[19] for at least four years beginning in grade nine;

[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.

2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and

3. Have a documented history[20].

For students with a documented history[21], 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:

1. Information about the availability of high school diplomas, modified diplomas, extended 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

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"Regular full-time attendance" means not being absent for more than 10 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 are considered absences for this purpose will not be counted against a student.

"Regular full-time attendance" means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

[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.

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 Form[22] 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

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

district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

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

END OF POLICY

Legal Reference(s):

ORS 329.007
ORS 329.045
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
ORS 336.585
ORS 336.590
ORS 339.115
ORS 339.505
ORS 343.295

OAR 581-021-0009
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2005
OAR 581-022-2010
OAR 581-022-2015
OAR 581-022-2020
OAR 581-022-2025
OAR 581-022-2030
OAR 581-022-2115
OAR 581-022-2120
OAR 581-022-2505

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

OSBA Model Sample Policy

Code: JFCEB
Adopted:

Personal Electronic Devices */**

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)[1].

Except as otherwise provided in this policy, "personal electronic device" means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school's network infrastructure.[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student's medical provider's order for the care and treatment of a medical condition;[3]

2. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);[4]

3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within ten school days.[5]

Personal electronic devices may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student's person or in the student's clothing during regular instructional hours.

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[1] If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

[2] ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides "This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities."

[3] JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

[4] If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

[5] JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include detention, Saturday school, a change to storage requirements, etc. [6]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.[7]

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices[8] that support academic activities and independent communications[9], except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent or principal.

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

This policy takes effect on January 1, 2026.

END OF POLICY

Legal Reference(s):

[6] Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.

[7] For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

[8] The use of "personal electronic device" in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn't necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

[9] "Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

ORS 332.107 ORS 336.840

Oregon Executive Order 25-09

OSBA Model Sample Policy

Code: JFCEB-AR
Revised/Reviewed:

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the [principal:

Name of Student _____ Date _____

School _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, this form is not required.

This request is:
[ ] in compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
[ ] to accommodate the individual circumstances of the student;
[ ] to further specific educational outcomes for the student.

Exemption Requested (describe the requested possession and/or use of a personal electronic device to be allowed and reason for the requested exemption):

_____
_____
_____

Duration for Requested Exemption: _____[1]

Signed_____ Date_____

Parent of Guardian Name_____

Parent or Guardian Phone_____ Email_____

FOR COMPLETION BY SCHOOL ADMINISTRATION

Request [ ] Granted Expiration of Exemption _____
[ ] Denied Reason for Denial_____
[ ] More information needed. Please submit by [date] for reconsideration.

[1] The maximum duration of an exemption is [the end of the current school year.

Signed_____ Date_____

School administration decisions will be issued and communicated to the parent or guardian within ten school days of receipt and can be appealed in accordance with KL-AR(1) – Public Complaint Procedure within ten school days of issuance. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. Exemptions should only be approved for clearly documented needs of students and their families, not mere convenience;

2. Exemptions should be consistently granted in a non-discriminatory manner;

3. Exemptions should be limited to address the specific need, with any limitations communicated to the student regarding other possession and use;

4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;

5. Exemptions should be communicated to necessary staff in a way that protects student privacy;

6. Exemptions should minimize disruption to other students, staff and the educational environment.

OSBA Model Sample Policy

Code: JHCA~~/JHCB~~
Adopted:

Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment[1] in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.[2]

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination[3] prior to their initial participation in a related district program. The form[4] is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law[5] who has examined and evaluated the student. The completed form(s) must be returned [as directed] [to the school office]. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

[1] The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

[2] Documentation requirements for exemptions are outlined in ORS 433.267.

[3] The required form is available at https://www.osaa.org/governance/forms, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

[4] The form may be used in either a hard copy or electronic format.

[5] This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.[6] Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;

2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and

3. The student has received a medical release form from a health care professional[7].

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification[8] from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.[9] Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.[10]

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

Legal Reference(s):

ORS 326.580
ORS 336.479
ORS 336.485 - 336.490

ORS 433.235 - 433.280

OAR 333-019-0010

OAR 333-050-0010 - 050-0120
OAR 581-021-0041
OAR 581-021-3007

[6] For more information regarding medical releases for students in grades 9-12, see OSAA rules.

[7] "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

[8] "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

[9] The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

[10] Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
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 (2024).
House Bill 3007 (2025)

OSBA Model Sample Administrative Regulation

Code: JO/IGBAB-AR
Adopted:

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of status as a student, are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

(1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a professional capacity or assisting in a paraprofessional capacity;
(2) Made, maintained or used only in connection with treatment of the student; and
(3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after the individual is no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of educational agency or institution;
b. Full legal name of the student;
c. Student's birth date ~~and place of birth~~;
d. Name~~s~~ of parents/guardians;
e. Date of entry into the school;
f. Name of school previously attended;

g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance; and
k. Date of withdrawal from school~~; and~~.
~~l. Such additional information as the district may prescribe.~~

The district may ~~also~~ request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request~~. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing[1]
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The administrator/principal or designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection

with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;

(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

g. The disclosure is to accrediting organizations to carry out their accrediting functions;
h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;

p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

a. The party or parties who have requested or received personally identifiable information from the education records; and
b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

a. The parent(s) or an eligible student;
b. The school official or assistants who are responsible for the custody of the records;
c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

a. Amend the record accordingly; and
b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

   The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

    The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

    a. The student's permanent records, for one year;
    b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.
>
> State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.
>
> Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

OSBA Model Sample Policy

Code: JOA
Adopted:

Directory Information**

"Directory information" means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information[1] may be released ~~to the public~~ through appropriate procedures and includes:

1. Student's name;

~~2. Student's address;~~

~~3. Student's telephone listing;~~

~~4. Student's electronic address;~~

~~5.~~2. Student's photograph;

~~6. Date and place of birth;~~

~~7.~~3. Major field of study;

~~8.~~4. Participation in officially recognized ~~sports and~~ activities and sports;

~~9.~~5. Weight and height of ~~athletic team~~ members of athletic teams;

~~10.~~6. Dates of attendance; and

~~11. Grade level;~~

~~12.~~7. ~~Diploma, honors or~~Degrees and awards received~~;~~.

~~13. Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

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

Exclusions

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

Directory information shall be released only with administrative direction.

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

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

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

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 180.805
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-021-0220 - 021-0430
OAR 581-022-2060

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~2024).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2025).
Every Student Succeeds Act, 20 U.S.C. § 7908 (~~2012~~2024).

OSBA Model Sample Policy

Code: LBEA
Adopted:

~~Resident Student~~ Denial for Virtual Public Charter School ~~Attendance~~Student Enrollment**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~established~~ calculated percentage is more than three percent, the district will not approve ~~additional~~ a student's enrollment to such a virtual public charter school.

A parent[1] must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment~~. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice[2] within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;

2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculation~~s~~ at the time the intent to enroll was received by the district;

~~3. The right to appeal the decision to the State Board of Education;~~

~~4.~~3. A list of two or more other online options available to the student; and

~~5.~~4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, ~~T~~the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

[1] "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

[2] If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

1. The number of students residing in the district enrolled in the schools within the district;

2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;

3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;

4. The number of home-schooled students ~~who reside~~residing in the district and who have registered with ~~the~~ an educational service district; and

5. The number of students ~~who reside~~residing in the district enrolled in private schools located within the ~~school~~ district.

A parent may appeal ~~a decision of a~~the district's ~~to not approve a~~denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 338.125
OAR 581-026-0305
OAR 581-026-0310