

# Agenda

Wednesday, November 12, 2025 7:00 PM

Winston-Dillard School District, 620 NW Elwood St, Winston, OR 97496

1. **Call To Order**

2. **Pledge of Allegiance**

3. **Roll Call - Establishment of a Quorum**

4. **Superintendent Academic Awards - Secondary**

4.A. Douglas High School - Alexa LaBorn

5. **Douglas High School Student Report**

6. ***INTERMISSION***

7. **SUPERINTENDENT REPORT**

7.A. Enrollment

8. **Directors Report**

9. **ITEMS OF DISCUSSION**

9.A. McGovern Elementary Gym Floor

9.B. OSBA Fall Regionals Update

9.C. Elementary Literacy Team Thank You

9.C.1. Admin: Lisa Dickover, Emily Ledbetter  
and Janna Norton

9.C.2. Brockway Elementary: Alisha Black, Dani  
McClendon and Cynthia Wicks

9.C.3. Lookingglass Elementary: Sam Blevins,  
Tammy Taylor and Halie Walton

9.C.4. McGovern Elementary: Alaura Bennett,  
Mikenna Fusco, Paulette Goodman, Brian Hobbs and  
Sandy Reno

9.D. Textbook Adoption

9.E. Field Trip Requests

10. **ADOPTION OF CONSENT AGENDA**

10.A. Financial Statement

10.B. Minutes

10.B.1. Regular Session October 8, 2025

10.C. Personnel

10.C.1. Accept retirement for Karen Turner, DHS  
ELA Teacher effective June 12, 2026.

10.C.2. Accept retirement for JoAnn Wanamaker,  
DHS Art Teacher effective June 12, 2026.

10.D. Donation

10.D.1. Thank you from Brockway Elem to Cascade  
CCU for a total donation of \$1,486.00 Chalkboard  
Grant.

10.D.2. Thank you from DHS Cheer to Josh Bidwell  
Foundation for donation of \$4,000.00.

10.D.3. Thank you from DHS Girls Basketball to  
Best Keep Secret LLC for donation of \$200.00.

10.D.4. Thank you from DAHS to Cascade CCU for  
\$228.00 Chalkboard Grant.

10.D.5. Thank you from LES Elem PreK Class to CCU  
for \$500 Chalkboard Grant.

10.D.6. Thank you from LES PE Dept to Cascade  
Community Credit Union for \$464 Chalkboard Grant.

10.D.7. Thank you from McGovern Elem, 4th Grade  
to Cascade CCU for Chalkboard Grant in the amount  
of \$820.00

10.D.8. Thank you from Winston Middle School to  
Joseph Burford for donation of trombones valued  
at \$400.00.

10.E. Recommended Inter-District Student  
Transfers for the 2025-26 School Year

10.F. Adoption of Consent Agenda Motion

## 11. ACTION ITEMS

11.A. Action to be Taken Based on Discussion in  
Executive Session

11.B. OSBA Recommended Policy Updates 2nd  
Reading

11.C. OSBA Legislative Policy Committee  
Position #9

11.D. M99/Outdoor School Grant

11.E. Chromebook Replacements - District Wide

## 12. COMMUNICATIONS

## 13. FOR THE GOOD OF THE ORDER

## 14. ADJOURNMENT

## 15. UPCOMING

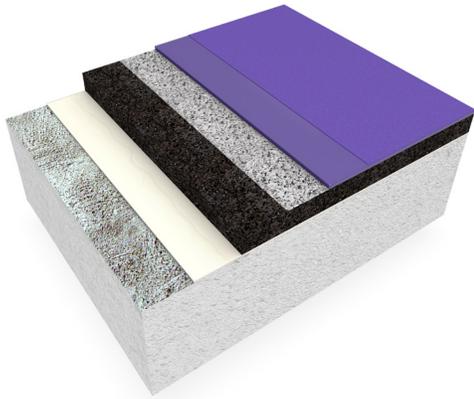
15.A. Regular Session at WDSB District Office  
Board Room on December 10, 2025 at 7:00 pm.

<b>Winston-Dillard School District Student Enrollment 2025-26</b>														
		<b>Head CT</b>												
Grade Level	11/8/2024	9/5/2024	9/9/2025	10/3/2025	11/7/2025									
K	99		85	80	83									
1	89		101	101	101									
2	89		97	97	97									
3	105		85	85	86									
4	99		110	110	107									
5	105		103	105	106									
<b>Elem School Total</b>	<b>586</b>	<b>571</b>	<b>581</b>	<b>578</b>	<b>580</b>									
6	106		101	101	101									
7	98		108	109	107									
8	110		95	96	96									
<b>Middle School Total</b>	<b>314</b>	<b>308</b>	<b>304</b>	<b>306</b>	<b>304</b>									
9	94		107	101	100									
10	87		88	84	84									
11	101		75	75	71									
12	73		92	91	91									
<b>DAS</b>	45	47	43	43	44									
<b>High School Total</b>	<b>400</b>	<b>367</b>	<b>405</b>	<b>394</b>	<b>390</b>									
<b>Total Enrollment</b>	<b>1300</b>	<b>1246</b>	<b>1290</b>	<b>1278</b>	<b>1274</b>									
<b>10/3/2025</b>														
<b>Elementary Schools</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>							
McGovern - 240	0	0	0	0	71	82	87							
Brockway - 217(PK271)	54	57	83	77	0	0	0							
Lookingglass -121(PK139)	18	23	18	20	14	28	18							
<b>Total</b>	<b>72</b>	<b>80</b>	<b>101</b>	<b>97</b>	<b>85</b>	<b>110</b>	<b>105</b>							
<b>11/7/2025</b>														
<b>Elementary Schools</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>							
McGovern -237	0	0	0	0	72	79	86							
Brockway - 220(PK273)	53	60	83	77	0	0	0							
LES -123 (PK 141)	18	23	18	20	14	28	20							
<b>Total</b>	<b>71</b>	<b>83</b>	<b>101</b>	<b>97</b>	<b>86</b>	<b>107</b>	<b>106</b>							
										<b>DAHS</b>				
										<b>9</b>	<b>0</b>			
										<b>10</b>	<b>2</b>			
										<b>11</b>	<b>17</b>			
										<b>12</b>	<b>25</b>			
										Total	<b>44</b>			

**25 YEAR  
WARRANTY!**

**PULASTIC PRO 110 COMFORT**

*A multi-purpose sports floor providing enhanced vertical deformation for increased COMFORT and SAFETY*



- Pulastic Pro Comfort 110 is approved according to the EN 14904 Standard - Category P1
- Approved by FIBA and IHF
- Manufactured under ISO 9001, ISO 14001, and CSR Level 3 (ISO 26000)
- Enhanced comfort and point-elasticity
- Excellent resiliency for comfort and injury prevention
- Seamless, non-porous and smooth surface for easy maintenance
- Sustainability through high content of recycled and renewable raw materials
- Water based finish for very low odor during installation and maximum indoor clean air protection during use
- Outstanding mechanical strength and wear resistance for optimal life cycle cost and maximum usability



**PULASTIC**<sup>®</sup>  
**SPORTS FLOORING**

SYNTHETIC FLOORING SYSTEMS

**PROVEN  
Safety**

**PROVEN  
Performance**

**PROVEN  
Winners**

INDOOR | MULTI-PURPOSE | BASKETBALL | VOLLEYBALL  
 AEROBICS | TRAINING FACILITY | COMPETITION LEVEL

## Product Specifications

<i>Nominal Thickness</i>	11 mm	
<i>Character</i>	Point-Elastic	
<i>Shock Absorption</i>	32%	EN 14808
<i>Vertical Deformation</i>	1.9 mm	EN 14809
<i>Ball Bounce</i>	97%	EN 12235
<i>Resistance to Rolling Load</i>	≥ 1500 N	EN 1569
<i>Resistance to Impact</i>	≥ 800 gr @ 10°C	EN 1517
	≥ 1200 gr @ 17°C	EN 1517
<i>Resistance to Indentation</i>	0.35 mm @ 5 min	EN 1516
	0.15 mm @ 24 hrs	EN 1516
<i>V.O.C. Content- Adhesive</i>	Solvent Free	
<i>V.O.C. Content- Finish</i>	45 gr/lit	ASTM D 3960
<i>Elongation at break- Structure</i>	200%	DIN 53455
<i>Tensile Strength- Structure</i>	10 N/mm <sup>2</sup>	DIN 53455
<i>Tear Strength- Structure</i>	25 N/mm	DIN 53515
<i>Warranty</i>	<b>25 YEAR</b> manufacturer's warranty	

## 16 Classic Colors to Choose From



\*Custom color options available. Due to printer variation, actual floor colors may be slightly different from colors above. Consult your dealer for color accuracy.

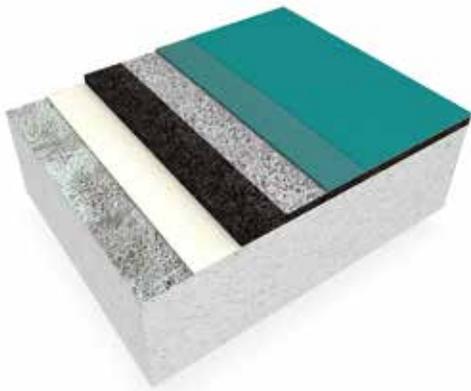
Pro 110 Comfort Meets the Following Organizational Approvals



robbinsfloor.com | 1.800.543.1913

**PULASTIC CLASSIC 60**

*A seamless multi-purpose sports floor that provides comfort and safety for all levels of play and performance*



- Approved by FIBA and IHF
- Manufactured under ISO 9001, ISO 14001, and CSR Level 3 (ISO 26000)
- Good resiliency for comfort and injury prevention
- Seamless, non-porous and smooth surface for easy maintenance, repair and resurface options
- Excellent contact noise reduction for outstanding acoustic isolation
- Sustainability through high content of recycled and rapidly renewable raw materials
- Water based finish for very low odor during installation and maximum indoor clean air protection during use
- Outstanding mechanical strength and wear resistance for optimal life cycle cost and maximum usability

**PULASTIC**<sup>®</sup>  
**SPORTS FLOORING**



SYNTHETIC FLOORING SYSTEMS

**PROVEN  
Safety**

**PROVEN  
Performance**

**PROVEN  
Winners**

INDOOR | MULTI-PURPOSE | BASKETBALL | VOLLEYBALL  
 AEROBICS | TRAINING FACILITY | GYMNASTICS

## Product Specifications

<i>Nominal Thickness</i>	6 mm	
<i>Character</i>	Point-Elastic	
<i>Shock Absorption</i>	12%	EN 14808
<i>Vertical Deformation</i>	0.6 mm	EN 14809
<i>Ball Bounce</i>	98%	EN 12235
<i>Resistance to Rolling Load</i>	≥ 1500 N	EN 1569
<i>Resistance to Impact</i>	≥ 800 gr @ 10°C	EN 1517
	≥ 1200 gr @ 17°C	EN 1517
<i>Resistance to Indentation</i>	0.35 mm @ 5 min	EN 1516
	0.15 mm @ 24 hrs	EN 1516
<i>V.O.C. Content- Adhesive</i>	Solvent Free	
<i>V.O.C. Content- Finish</i>	45 gr/lit	ASTM D 3960
<i>Elongation at break- Structure</i>	150%	DIN 53455
<i>Tensile Strength- Structure</i>	8 N/mm <sup>2</sup>	DIN 53455
<i>Tear Strength- Structure</i>	25 N/mm	DIN 53515
<i>Warranty</i>	<b>25 YEAR</b> manufacturer's warranty	

## 16 Classic Colors to Choose From



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Classic 60 Meets the Following Organizational Approvals



robbinsfloor.com | 1.800.543.1913

**PULASTIC CLASSIC 90**

*A seamless multi-purpose sports floor that provides comfort and safety for all levels of competition, along with excellent resistance to mechanical loads*



**PULASTIC**<sup>®</sup>  
SPORTS FLOORING

- ✔ Approved by FIBA and IHF
- ✔ Manufactured under ISO 9001, ISO 14001, and CSR Level 3 (ISO 26000)
- ✔ Good resiliency for comfort and injury prevention
- ✔ Seamless, non-porous and smooth surface for easy maintenance, repair and resurface options
- ✔ Excellent contact noise reduction for outstanding acoustic isolation
- ✔ Sustainability through high content of recycled and rapidly renewable raw materials
- ✔ Water based finish for very low odor during installation and maximum indoor clean air protection during use
- ✔ Outstanding mechanical strength and wear resistance for optimal life cycle cost and maximum usability



**PROVEN  
Safety**

**PROVEN  
Performance**

**PROVEN  
Winners**

INDOOR | MULTI-PURPOSE | BASKETBALL | VOLLEYBALL  
 AEROBICS | TRAINING FACILITY | COMPETITION LEVEL

## Product Specifications

<i>Nominal Thickness</i>	9 mm	
<i>Character</i>	Point-Elastic	
<i>Shock Absorption</i>	29%	DIN 18032-91
<i>Vertical Deformation</i>	1.0 mm	EN 14809
<i>Ball Bounce</i>	98%	EN 12235
<i>Resistance to Rolling Load</i>	≥ 1500 N	EN 1569
<i>Resistance to Impact</i>	≥ 800 gr @ 10°C	EN 1517
<i>Resistance to Indentation</i>	0.35 mm @ 5 min	EN 1516
	0.15 mm @ 24 hrs	EN 1516
<i>V.O.C. Content- Adhesive</i>	Solvent Free	
<i>V.O.C. Content- Finish</i>	45 gr/lit	ASTM D 3960
<i>Elongation at break- Structure</i>	150%	DIN 53455
<i>Tensile Strength- Structure</i>	8 N/mm <sup>2</sup>	DIN 53455
<i>Tear Strength- Structure</i>	25 N/mm	DIN 53515
<i>Warranty</i>	<b>25 YEAR</b> manufacturer's warranty	

## 16 Classic Colors to Choose From



\*Custom color options available. Due to printer variation, actual floor colors may be slightly different from colors above. Consult your dealer for color accuracy.

Robbins is proud to partner with the following organizations:



robbinsfloor.com | 1.800.543.1913

# BRANDSEN FLOORS



WDSD Elementary School Gym  
Winston School District

Thank you for the opportunity to bid!

12402 SE Jennifer St, Suite 120  
Clackamas, OR 97015  
(503) 775-0034

3250 Airport Way S. Suite 217  
Seattle, WA 98134  
(206) 489-0236

[www.brandsenfloors.com](http://www.brandsenfloors.com)

12402 SE Jennifer St - Suite 120, Clackamas, OR 97015  
3250 Airport Way S - Suite 217, Seattle, WA 98134

(503) 775-0034  
(206) 489-0236

OR LIC: 55137  
WA LIC: BRANDHF110KD  
CA LIC: 1120407

**Project Details:**

Project ID: 10349  
Project Name: WDSO Elementary School Gym  
Address: Winston, OR 97496

**Customer**

Attention: Shelby  
Customer Name: Winston School District  
Customer Address: 620 Elwood St, Winston, OR 97496

**PROJECT SUMMARY:** Furnish labor and materials to supply and install the following surfaces for WDSO Elementary School per dimensions and photos provided (not to exceed 3,800 SF) for the following surfaces:

**Pulastic Flooring: \$61,960.00**

- Includes Robbins Pulastic Classic 60 flooring
- Includes transitions and rubber base
- Includes striping per existing layout
- Includes 1x moisture testing for all substrates as required by manufacturer and/or industry standards.
- Includes prevailing wage rates.
- Excludes P&P bond.
- Excludes abatement of any materials deemed hazardous by local, regional, state or Federal regulatory bodies. Any abatement work would be added by change order.

**OPTIONS:**

- Demo and dispose of existing VCT flooring and grind slab to a CSP 3 profile, **ADD: \$18,059.00**
- Upgrade to Pulastic Classic 90, **ADD: \$5,205.00**
- Upgrade to Pulastic Comfort 110, **ADD: \$8,305.00**

**ASSUMPTIONS &  
CLARIFICATIONS**

1. Scope of work to be completed between \_\_\_\_\_ and \_\_\_\_\_ date
2. Failure to provide product brand/size/color(s) at quotation approval may delay installation.
3. Contractor to provide environmental control to meet manufacturers minimum requirements for installation.
4. Contractor to provide adequate lighting for execution of scope.
5. Contractor to provide power to operate all subcontractor equipment & connections.
6. Contractor to provide waste dumpster, site security & toilet facilities.
7. Brandsen Floors is indemnified and held harmless for late arrival of products due to manufacturing issues, delivery delays, customer requested changes and acts of God.
8. Any alteration or deviation from above specifications involving extra costs, will be executed only upon issuance of a written change order, and will become an extra charge over and above the original estimate/proposal.
9. Should the project timeline exceed 30 days, Brandsen Floors will provide a Schedule of Values and submit minimum monthly progress billings for payment. Brandsen Floors' payment terms are Net 30 days.
10. All work will be completed in one mobilization.
11. Moisture testing is for one-time only; retesting will be negotiated by Change Order.
12. This proposal is currently based on regular 8-hour shifts, 5-days per week or 4/10's if agreed on the project specifically.
13. This pricing assumes this Proposal will be included as an Exhibit to the Subcontract or that the terms of this proposal will be incorporated therewith
14. This proposal is valid for 30 days.
15. Materials ordered and stored in our warehouse more than 30 days past original contract schedule start date will be billed out at \$75/pallet per month.
16. If a vendor requires a downpayment for materials to start an order, Brandsen reserves the right to bill for and be paid for that downpayment in the standard billing cycle in the month the downpayment is made

**EXCLUSIONS**

- 1.Sales, materials & use taxes. Applicable taxes will be included on your invoice(s). If you have a resale or tax exemption certificate, please send a copy to our office upon acceptance of this proposal.
- 2.Payment & performance bonds. If required, please contact our office for payment and performance bond information.
- 3.Demolition.
- 4.Abatement of any materials deemed “hazardous” or requiring special disposal methods by any local/state/federal regulatory bodies.
- 5.Floor preparation, levelling or floating.
- 6.Moisture mitigation & remediation.
- 7.Final cleaning/waxing/polishing of flooring unless specifically noted in assumptions and clarifications above
8. Floor protection supply/installation.
- 9.Supplying & installing tile backer board.
- 10.Attic/Owner’s stock.
- 11.Work not shown in bid set plans or on elevation views and or work not outlined in this proposal.
- 12.Any contract requiring payment of union labor rates, trust payments, or other considerations related to labor harmony will be amended for pricing consistent with such demands, or if such amendment is not reached we reserve the right to withdraw this proposal.
- 13.Phased projects or work outside Brandsen Floors standard working hours.
14. Cost escalation due to unforeseen tariffs/taxes/customs/global trade agreements.

**PRICING:**

We hereby submit pricing to supply and install flooring surfaces per plans and specifications

**Total Package Pricing: See above**

**Acceptance:**

By signature below I certify that I have legal authority to execute this proposal and hereby accept the terms and conditions contained within this document.

\_\_\_\_\_  
Printed Name/Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Work cannot proceed without a signed agreement**

# BRANDSEN FLOORS

Project Labor Rates

Effective date: 9/22/2025

Customer:  
Winston School District

Project Address:  
Winston, OR 97496

Project Name:  
WDSO Elementary School Gym

COST ITEM:			JOURNEYMAN Straight Time	JOURNEYMAN Overtime	JOURNEYMAN Double Time
BASE RATE (Hourly wage per 40-hour week)			80.27	101.81	123.35
Taxes	FICA	6.20%	4.98	6.31	7.65
	Medicare	1.45%	1.16	1.48	1.79
	FUTA (Federal Unemployment)	0.60%	0.48	0.61	0.74
	SUTA (State Unemployment) (Exp Rate of Co%)	2.20%	1.77	2.24	2.71
Insurance	Workers' Compensation (Exp Rate of Co%)	2.90%	2.33	2.95	3.58
	General Liability				
	Umbrella/Excess Liability				
	Disability Insurance				
Fringes	Fringes (health, medical, pension etc)		4.62	4.62	4.62
	Other				
SUBTOTAL:			95.61	120.02	144.44
OVERHEAD & PROFIT PER CONTRACT		15%	14.34	18.00	21.67
TOTAL:			109.95	138.02	166.10

## FIELD TRIP REQUESTS

November 12, 2025

<b>DATE</b>	<b>SCHOOL</b>	<b>CLASS/GROUP</b>	<b>TRAVELING TO</b>
10/28/2025	DHS	FFA (3 Students)	Loisville KY to National Convention
10/25/2025	DHS	Marching Band	Hillsboro - A-AA Competition
10/28/2025	DHS	Career Center (10 students)	Roseburg - Convey and 7 Robotics
10/28/2025	DHS	ETS	Newport Hatfield Marine Science Center
11/7/2025	DHS	FFA (16 Students)	Days Creek HS - AG Sales & Food Science Competitions
11/12/2025	DHS	FFA (16 Students)	RHS - District Rituals Contest
11/13/2025	DHS	Choir	Sutherlin High School
11/18/2025	DHS	ETS (30 Students)	WOU and OSU Campus Tours
11/18/2025	MES	4th Grade	OSU Gill Coliseum to attend Girls Basketball Game
11/19/2025	DHS	DLC Class	Douglas Co. Musuem
11/19/2025	DHS	FFA (15 Students)	Douglas Co. Fairground - Tractor Driving
11/20/2025	DHS	Color Infinity Group (20 Students)	Southern Oregon University - Campus Visit

**STUDENT FIELD/EXTRACURRICULAR TRIP – PLANNING AND APPROVAL CHECKLIST**  
Designed to comply with requirements specified in district policy, IICA – Student Field/Extracurricular Trips.

**SECTION 1 – GENERAL PLANNING: TEACHER**

DATE: 10/10/25 SCHOOL: Winston Middle CLASS/GROUP: Boston Trip  
REQUESTED BY: Jason Dichover DATE OF TRIP: 5/14/26  
DESTINATION: Boston Mass DATE OF RETURN: 5/17/26 - depends on airplane times  
PURPOSE OF TRIP: Educational

Check here if this is an instructional field trip. **Attach separate detailed narrative description of trip activity.** *Instructional trips are those that directly relate to classroom instruction and are considered part of your normal curricular activities. District administration will determine final approval for instructional field trips.*

Check all that apply:

- Regular School Day Activity
- Outside Regular School Day Activity
- Overnight Activity
- Special Equipment (Please Specify Needs)

Number of Students: 12  
Number of Staff Members: 2  
Number of Chaperones/Volunteers: \_\_\_\_\_  
Student/Adult Ratio: 6/1

**SECTION 2 – TRANSPORTATION: TEACHER**

Request is for: \_\_\_\_\_ # of Bus(s) \_\_\_\_\_ # of Suburban(s)

Leave Loading Time: \_\_\_\_\_ Location: \_\_\_\_\_  
Return Loading Time: \_\_\_\_\_ Location: \_\_\_\_\_

**SUBURBAN REQUEST ONLY: Driver Names:** \_\_\_\_\_ **DO YOU NEED A FUEL CARD?**

*(This will need to be checked out at \_\_\_\_\_ the district office prior to your scheduled departure date.)*

**\*\*\*Drivers must have driver training, current first-aid card\*\*\*  
and ODE Approval in order to drive suburban**

**Required by OAR 581-053-0015 (6):** Drivers shall report to their employer(s) within 15 days, any convictions for driving or criminal offenses specified in OAR 581-053-0006(8) or any involvement in an accident as defined in OAR 581-053-0006(8)(c) (G)(i).

All trips must have prior approval, with appropriate signatures from your building Administrator and/or the district office before a trip can be scheduled.

Student Field/Extracurricular Trip – Planning and Approval Checklist – IICA-AR

**SECTION 3 – SUPERVISION & MEDICAL PLAN: TEACHER**

**Supervision Plan:**

- Day Supervision Plan
- 

Night Supervision Plan: Attach copy of supervision plan/schedule including random, period spot Checks throughout the night, accommodations that include same gender Supervised sleeping arrangements.

- Meal Plans accounted for to include special dietary needs.
- Out of Pocket Expenses: Arrangements made for those unable to pay.

**Medical Plan:**

- Medication Administration form completed – if applicable
- Accommodation Needs for 504 or Special Education/Health Issues (diet, allergy, bee sting, etc.)

**SECTION 4 – SPECIFIC PLANNING: PRINCIPAL**

**Transportation:**

- First Student Buses – If checked, verify minimum reservation timelines have been or will be met  
*(Trip must be scheduled a minimum of two weeks in advance with First Student)*
- Private vehicles include verification of insurance and criminal background check.  
*(Must be submitted at least one week in advance to the district office)*

**\*\*Staff Acknowledgement: All staff attending the event must sign (attach additional sheet if necessary)\*\***

STAFF/CHAPERONE NAMES:	STAFF/CHAPERONES NAMES
Samantha Parks 	
Jason Dickover 	

**SECTION 5 – TRIP AUTHORIZATION: PRINCIPAL AND OR SUPERINTENDENT**

**Administrator Approval:**

- In-District or Out-of-District within Oregon; less than a 200 mile radius; no overnight.  
I have verified that the student trip proposed above meets with all pertinent criteria and Hereby grant final approval.
- Overnight; out of state; international; or over a 200 mile radius travel.  
I have verified that the student trip proposed meets all pertinent criteria and forwarding the Request with a recommendation to approve.

Initials \_\_\_\_\_



- I have advised staff and chaperones that all district policies and administrative rules apply 
- And reviewed where applicable.
- All chaperones meet policy guidelines and are approved for this event.  Principal

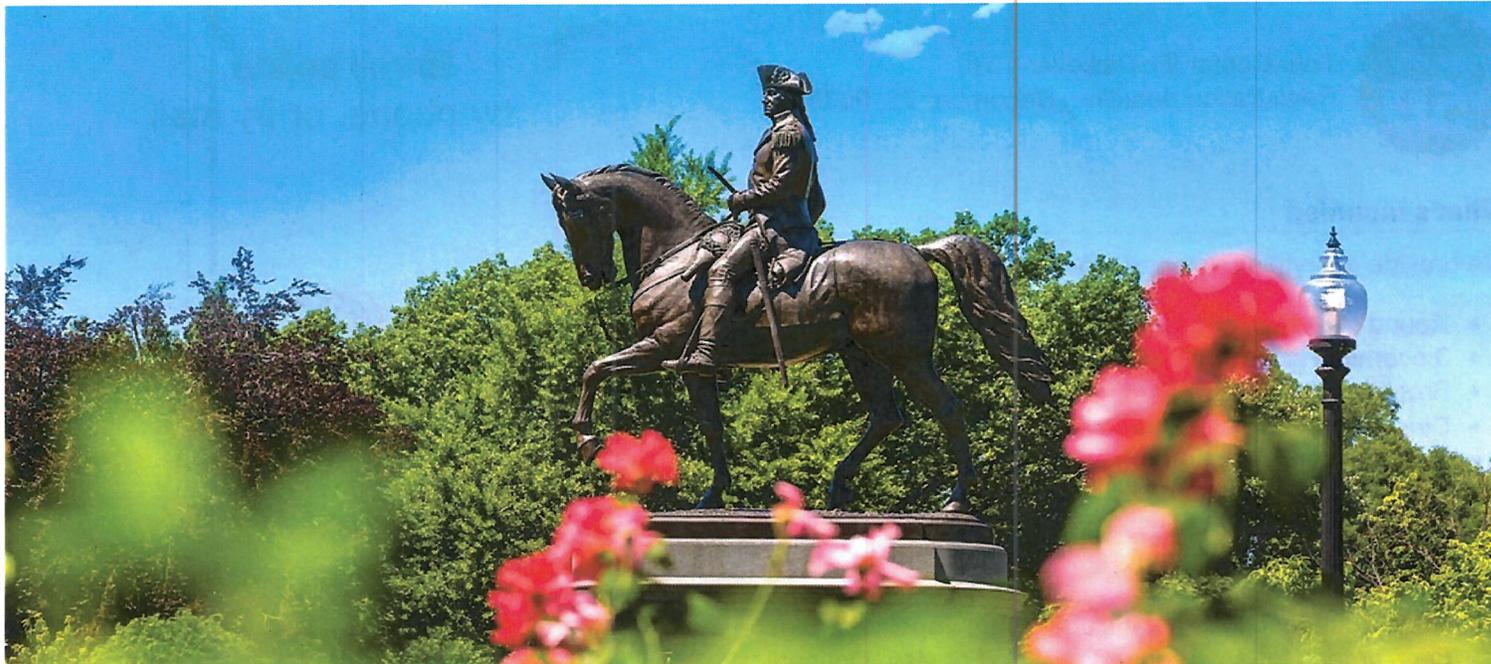
Signature: 

Date: 10-28-25

**Superintendent Approval:** For any overnight, out-of-state, international or over 200 mile radius travel. Submit this form at least 20 school days prior to the departure date for overnight travel, and 60 school days prior to the departure date for out-of-state, international or over 200 mile radius travel.

Superintendent Signature: Kevin Wilson

Date: 11/4/2025



## Boston: Colonial History

[explorica.com/Dickover-1390](https://explorica.com/Dickover-1390)

May 04 - May 07, 2026

### Day 1 Hello Boston

Meet your tour director  
Boston City Walk : Back Bay, Beacon Hill, Boston Public Garden  
Dinner

### Day 2 Concord, Lexington & Salem

Breakfast  
Lexington & Concord guided sightseeing tour  
Salem guided sightseeing tour: Witch Trial Memorial , Old Burying Point , Pickering Wharf  
Salem Witch Museum visit.  
Dinner  
*Optional Salem ghost tour*

### Day 3 Plimoth

Breakfast  
Freedom Trail character walking tour  
Plimoth Patuxet excursion and Mayflower visit  
Plimoth Plantation Thanksgiving homestyle buffet

### Day 4 Goodbye Boston

Breakfast  
Boston Tea Party Museum visit  
USS Constitution, "Old Ironsides" visit  
Travel home



## 2026 Boston Field Trip Plan:

Dates: May 4-7 2026

### Day Supervision Plan:

Students will be supervised by licensed employees of WSDS during all daytime activities/excursions. Explorica provides a tour guide to assist with logistics as we tour Boston, Plymouth, Salem, Lexington, and Concord Massachusetts. Students will be transported on a chartered bus from destination to destination.

### Night Supervision Plan:

Students will be assigned to motel rooms by gender. Female chaperones will do bed checks for female rooms, male chaperones will do bed checks for male rooms. There will be a night security guard hired by Explorica that will be stationed in the hallway outside of our student rooms, making sure no student leaves their room after curfew.

### Meal Plans:

Explorica provides breakfast and dinner for all participants, for lunch we are on our own. Students will need to bring lunch money for the days we are on the field trip. Students/parents have submitted a checklist for special dietary needs. If a student runs out of lunch money on the trip there will be funds available to make sure they are fed.

### Medical Plan:

Students/Parents have filled out a checklist for medications, allergies, etc.

### Transportation:

Students will be transported by their parents to and from the Portland airport and the start and conclusion of our field trip. A detailed itinerary is provided to the parents so they are aware of flight numbers, arrival times, contact info in case of emergency etc.

**Winston-Dillard School District #116**  
**2025-2026**

	<b>25/26 BUDGET</b>	<b>Estimate through 10/31/2025</b>	<b>25/26 PROJECTED</b>
<b>REVENUES</b>			
Property Taxes - Current	\$ 4,000,000	\$ -	\$ 4,000,000
Property Taxes - Prior Years	100,000	13,346	100,000
Electric Cooperative Tax in Lieu of Property Taxes		16,293	16,293
County Sales Back Taxes	15,000	-	15,000
HERT (Heavy Equip) & HB5006 (Wildfire)	-	1,147	4,000
Back Property Tax Interest Earnings	10,000	218	10,000
Interest on Investments - Current Rate of 4.57%	375,000	86,723	375,000
Admissions from Other Schools	-	-	-
Student Fees	30,000	-	-
Rentals/Lease Income	-	-	-
Contributions/Donations	-	-	-
Recovery of Prior Year Expenditure	-	-	-
Miscellaneous	65,000	3,062	65,000
County School Fund	20,000	-	20,000
ESD Apportionment	115,000	-	115,000
State School Fund 25/26	13,500,000	5,617,106	13,500,000
State School Fund 25/26 Adj Estimate	-	-	-
SSF High Cost Disability 25/26	-	-	-
SSF Small HS Grant 25/26	-	-	-
State School Fund Prior Year 24/25 Adj	-	-	-
SSF High Cost Disability Prior Year 24/25 Adj	-	-	-
SSF Small HS Grant Prior Year 24/25 Adj	-	-	-
SSF NSLP Match	-	-	-
State Managed County Timber	150,000	-	150,000
Common School Fund (State Owned Rangelands)	185,000	-	185,000
Federal Forest Fees	66,519	-	100,000
Transfer In (From Fund 200 - ODOE)	-	-	-
Sale/Loss of Fixed Assets	10,000	-	10,000
<b>SUB TOTAL REVENUES</b>	<b>\$ 18,641,519</b>	<b>\$ 5,737,896</b>	<b>\$ 18,665,293</b>
<b>Beginning Fund Balance</b>	<b>4,240,000</b>	<b>5,061,998</b>	<b>5,061,998</b>
<b>TOTAL REVENUES</b>	<b><u>\$ 22,881,519</u></b>	<b><u>\$ 10,799,894</u></b>	<b><u>\$ 23,727,291</u></b>
<b>EXPENDITURES</b>			
Salaries	\$ 10,103,296	\$ 2,006,916	\$ 10,000,000
Payroll Costs	4,997,148	1,001,340	4,997,148
Purchased Services	4,092,150	494,798	4,092,150
Supplies & Materials	1,900,725	393,863	1,900,725
Capital Outlay	60,000	-	60,000
Other Objects	368,200	357,929	368,200
Transfer/NSLP Food Service Program	-	-	-
Transfer to QSCB Fund 300	45,200	-	45,200
Transfer to Capital Project Fund 400	194,800	-	194,800
<b>SUB TOTAL EXPENDITURES</b>	<b>\$ 21,761,519</b>	<b>\$ 4,254,845</b>	<b>\$ 21,658,223</b>
Contingency	420,000		
Unappropriated, Reserved for Next Year	700,000	-	-
<b>TOTAL EXPENDITURES</b>	<b><u>\$ 22,881,519</u></b>	<b><u>\$ 4,254,845</u></b>	<b><u>\$ 21,658,223</u></b>
<b>TOTAL ESTIMATED REVENUES</b>			23,727,291
<b>TOTAL ESTIMATED EXPENDITURES</b>			21,658,223
<i>Estimated Ending Fund Balance</i>			<b><u>\$ 2,069,068</u></b>
<i>(Of the \$22,881,519 budget the estimated the ending fund balance is 9%)</i>			

## Fund 200 and 250

<b>Fund 200 - Grants and Projects Fund</b>	<b>25/26 BUDGET</b>	<b>Estimate through 10/31/2025</b>	<b>25/26 PROJECTED</b>
<b>EXPENDITURES</b>			
Salaries	\$ 2,506,989	\$ 397,878	\$ 2,000,000
Payroll Costs	1,268,608	174,844	1,000,000
Purchased Services	740,000	75,955	740,000
Supplies & Materials	577,957	105,914	577,957
Capital Outlay	270,000	88,599	270,000
Other Objects	-	-	-
Transfers to Other Funds	-	-	-
<b>TOTAL EXPENDITURES</b>	<b><u>\$ 5,363,553</u></b>	<b><u>\$ 843,191</u></b>	<b><u>\$ 4,587,957</u></b>

<b>Fund 250 - Food Service Fund</b>	<b>25/26 BUDGET</b>	<b>Estimate through 10/31/2025</b>	<b>25/26 PROJECTED</b>
<b>EXPENDITURES</b>			
Salaries	\$ 407,963	\$ 86,666	\$ 405,948
Payroll Costs	199,249	47,871	199,249
Purchased Services	-	288	-
Supplies & Materials	858,788	133,833	858,788
Capital Outlay	20,000	5,128	20,000
Other Objects	-	2,015	2,015
Contingency	-	-	-
<b>TOTAL EXPENDITURES</b>	<b><u>\$ 1,486,000</u></b>	<b><u>\$ 275,800</u></b>	<b><u>\$ 1,486,000</u></b>

## Fund 300 and 400

<b>Fund 300 - Debt Service Fund</b>	<b>25/26 BUDGET</b>	<b>Estimate through 10/31/2025</b>	<b>25/26 PROJECTED</b>
<b>EXPENDITURES</b>			
Principal and Interest	\$ 3,030,000	\$ 778,645	\$ 3,030,000
Contingency	820,200	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,850,200</b>	<b>\$ 778,645</b>	<b>\$ 3,030,000</b>

*PERS Side Acct pmts for 25/26 are \$1,731,434 and will escalate to \$1,813,608 with final pmt in 2028.  
GO Bond Series 2019 (DHS) payment for 25/26 is \$1,137,500. Final pmt 2039.*

<b>Fund 400 - Capital Project Fund</b>	<b>25/26 BUDGET</b>	<b>Estimate through 10/31/2025</b>	<b>25/26 PROJECTED</b>
<b>EXPENDITURES</b>			
Purchased Services	\$ -	\$ -	\$ -
Supplies & Material	-	7,241	7,241
Capital Outlay	539,200	94,173	531,959
Other Objects	-	-	-
Contingency	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 539,200</b>	<b>\$ 101,414</b>	<b>\$ 539,200</b>



## WINSTON-DILLARD SCHOOL DISTRICT BOARD OF DIRECTORS

District Office Board Room  
620 NW Elwood St., Winston OR 97496

October 8, 2025 at 7:00 PM - Minutes

### REGULAR SESSION

**Present:** Susan Chase    Lorna Quimby    Bob Shigley    Curt Stookey  
                  Kevin Wilson    Kim Shigley

1. **Call To Order:** 7:00 pm

2. **Pledge of Allegiance:** Led by Bob Shigley.

3. **Roll Call** - Establishment of a Quorum: Four of the five board members present.  
(Susan Chase, Lorna Quimby, Bob Shigley, Curt Stookey)

4. **Superintendent Academic Awards** - Elementary

4.A. Brockway Elementary School - Joey Roderick

4.B. Lookingglass Elementary School - Mykah Stevens

4.C. McGovern Elementary School - Colton Wilson

5. **DHS Student Report:**

Sinah Pederson, ASB President reported that homecoming was a success. The football team won after going into overtime against Sutherlin. The theme for the homecoming dance was "Neon Nights" and was enjoyed by all who attended. Volleyball is currently in 2<sup>nd</sup> place in the league. Girl's soccer is also doing well this year. Trunk or Treat will be held on campus on October 30<sup>th</sup>. The annual Blood Drive will be held on November 6<sup>th</sup>.

6. ***INTERMISSION***

7. **SUPERINTENDENT REPORT**

7.A. Enrollment is showing the district is down by 12 students from last month. We will continue to monitor this. Declining enrollment has affected the whole county.

**Attachments:** (1)

- [\(10\) Oct 2025](#)

7.B. State Budget Update: The governor sent a letter on September 16 that shared the reductions and asked all agencies to reduce costs. The September 2025 forecast projects a revenue shortfall. ODE will prioritize core services for students, families and districts.

8. **Directors Report:** None at this time.

9. **ITEMS OF DISCUSSION**

9.A. **Recommended OSBA Policy Updates 1st Reading**

The board reviewed the recommended policy updates.

**Attachments:** (1)

- [\(2\) OSBA August Policy Updates](#)

#### 9.B. Division 22 Standards Report

The Division 22 Standards compliance report was presented to the board and reviewed.

**Attachments:** (2)

- [2025 Division 22 Standards School Board FAQ](#)
- [2025 Division 22 Compliance Report WDSB for board packet](#)

#### 9.C. Douglas Recreation Storage Unit: Winston Middle School

Doug Rec is requesting to store some of their sports equipment on the middle school campus. Mr. Wilson did research this and learned that other area school districts do allow community sports groups to store equipment on their campuses. He proposes that Doug Rec provide their own shed and he will talk with the admin team and Doug Rec to come up the right solution. An inter-governmental agreement will also need to be drafted.

#### 9.D. Field Trip Requests

**Attachments:** (1)

- [FT Requests for Oct 2025](#)

### 10. ADOPTION OF CONSENT AGENDA

10.A. Financial Statement

10.B. Minutes

**Attachments:** (1)

- [Sept 10, 2025 Reg Sess Minutes](#)

10.C. Recommended Student Inter-District Transfers for 2025-26 School Year

**Attachments:** (1)

- [25-26 Current Board List](#)

10.D. Donations

10.D.1. Thank you to Domino's Pizza from McGovern Elementary for 60 pizzas for Open House night.

**Attachments:** (1)

- [Dominos Thank You - MES](#)

#### 10.E. Adoption of Consent Agenda Motion

Curt Stookey made the motion for the Winston-Dillard School District Board of Directors approve the Consent Agenda as presented. Lorna Quimby seconded the motion and all approved.

(Susan Chase, Lorna Quimby, Bob Shigley, Curt Stookey)

### 11. ACTION ITEMS

#### 11.A. Recommended OSBA Policy Updates - 2nd Reading

Curt Stookey made the motion for the Winston-Dillard School District Board of Directors approve the recommended OSBA policy updates with correction to policy JCFEB-AR.

Susan Chase seconded the motion and all approved.

(Susan Chase, Lorna Quimby, Bob Shigley, Curt Stookey)

**Attachments:** (1)

- [OSBA August Policy Updates](#)

#### 11.B. Project Management - Dillard Alternative High School: Renew America's Schools Prize Grant

Susan Chase made the motion for the Winston-Dillard School Board of Directors to approve the project management for the DAHS energy update for a total amount not to exceed

\$26,363.63 and payable to Community Systems Solutions. Curt Stookey seconded the motion and all approved.

(Susan Chase, Lorna Quimby, Bob Shigley, Curt Stookey)

**Attachments:** (1)

- [Scope of Services - DAHS Project](#)

#### **11.C. ASHRAE Level 2 - Dillard Alternative High School: Renew America Schools Grant**

Curt Stookey made the motion for the Winston-Dillard School District Board of Directors approve the ASHRAE professional services for the DAHS energy update for a total amount not to exceed \$11,050 and payable to R&W Engineers. Lorna Quimby seconded the motion and all approved.

(Susan Chase, Lorna Quimby, Bob Shigley, Curt Stookey)

**Attachments:** (1)

- [Winston-Dillard SD ASHRAE Proposal S08.P25.001](#)

**12. COMMUNICATIONS:** None at this time.

#### **13. FOR THE GOOD OF THE ORDER**

Mr. Kyle Micken, Food Services Dir. took a moment to recognize Dawn Pryce and Jan LeBlanc for their work at distributing 11,000 meals during the summer break.

Mr. Rob Holveck, WMS Principal shared lots of things they are working on academically.

Teacher teams are working hard on intervention and support for students. He also shared that the leadership class has started filming their own PSA's on behavior. Michelle Clarno, VP/AD reported that the sports teams are all doing very well.

Mrs. Emily Ledbetter, LES Principal reported that over the past few weeks the staff have been looking over the writing data to see where they can make improvements. She also shared that they just recently hosted a community family dance event and had a great time. The teaching staff have also been concentrating on engaging the students by trying new ways to make learning fun.

Mrs. Janna Norton, MES Principal shared the school recently had their open house and Domino's donated 60 large pizza's that families were able to enjoy while visiting the school. She also said that the high school provided cookies for that event. Dana with Stand for Oregon visited the school to help provide tools and tips regarding literacy.

Mrs. Lisa Dickover, BES Principal reported that Dana also visited her building and met with the teaching staff there. The school is working on establishing a PTA group to connect with families and showing improvement in parent involvement. The school will also be putting on a Trunk or Treat.

Mr. Craig Anderson, DHS Principal gave a shout out to Kyle Micken, Boys Soccer coach and all his efforts with the team.

**14. ADJOURNMENT:** 7:50 pm

#### **15. UPCOMING**

15.A. Regular Session at WSD District Office Board Room on November 12, 2025 at 7:00 pm.



# BROCKWAY

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## ELEMENTARY SCHOOL

Principal-Lisa Dickover    Dean of Students-Mist Davis

Cascade Community Credit Union

Grant team:

We are writing this note to express our heartfelt gratitude to you for your generous Chalkboard Grants. Your support has made a significant difference to our programs at Brockway Elementary School.

You have helped us to turn our vision for our programs into reality. It is truly heartwarming to know that Cascade Community Credit Union shares our passion for education and the wellbeing of our students.

Your commitment and generosity help fuel the minds of our students, and we are grateful to have you as part of our journey in their education. Please accept our sincere thanks and be assured that your contributions will be used efficiently to bring more positive learning to our school.

On behalf of the entire team here at Brockway Elementary School, we express our deepest thanks. Your support aids in our commitment to continue providing the highest quality of learning. Once again, thank you for believing in our students learning as much as we do.

With warmest regards,

Shantina Rust, Ann McDowell, Kris Kelso

Chalkboard Grant Recipients

Brockway Elementary School



October 09, 2025  
Brockway Elementary  
2520 Brockway Rd,  
Winston, OR 97496

Dear Lisa Dickover,

On behalf of Cascade Community Credit Union's Marketing Committee, we would like to congratulate you and the employees listed below who have each been awarded a Chalkboard Grant! A check for deposit into your school's general fund is enclosed. We have asked the recipients to contact you regarding the final distribution of grant funds. Please feel free to contact us directly if you have any questions.

Sincerely,

Shelby Beattie  
Marketing Committee  
Cascade Community Credit Union  
541-464-6850  
[marketing@cascadecu.org](mailto:marketing@cascadecu.org)

Kris Kelso	Brockway	\$491.00
Ann McDowell	Brockway	\$500.00
Shantina Rust	Brockway	\$495.00

# Douglas High

## Donation Receipt

To: Josh Bidwell Foundation  
PO Box 969  
Winston, OR 97496

Date: 10/30/2025

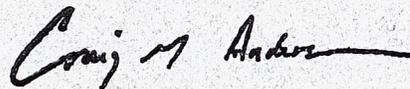
From: Douglas High School  
1381 N.W. Douglas  
Winston, OR. 97496

Description: Donation to Douglas Cheerleading

VALUE: \$4000.00

Thank you for your generous donation. We are very appreciative of the support for our students in their future endeavors.

Sincerely,



Craig Anderson  
DHS Principal  
Tax ID # 93-6000445

*“Home of the Trojans”*

# Douglas High

## Donation Receipt

To: Best Kept Secret LLC  
DBA Little Brothers Pub  
735 NE Denver Street  
Roseburg, OR 97496

Date: 10/30/2025

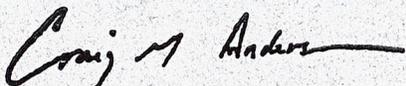
From: Douglas High School  
1381 N.W. Douglas  
Winston, OR. 97496

Description: Donation to Girls Basketball

VALUE: \$200.00

Thank you for your generous donation. We are very appreciative of the support for our students in their future endeavors.

Sincerely,



Craig Anderson

DHS Principal

Tax ID # 93-6000445

*“Home of the Trojans”*

# Douglas High

## Donation Receipt

To: Cascade Community Credit Union  
1123 W. Harvard  
Roseburg, Oregon 97471

Date: 10/30/2025

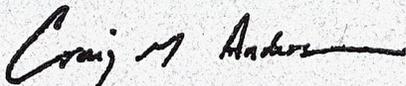
From: Douglas High School  
1381 N.W. Douglas  
Winston, OR. 97496

Description: Donation to Dillard Alternative High School –  
Chalkboard Grant

VALUE: \$228.00

Thank you for your generous donation. We are very appreciative of the support for our students in their future endeavors.

Sincerely,



Craig Anderson  
DHS Principal  
Tax ID # 93-6000445

*“Home of the Trojans”*

WINSTON-DILLARD SCHOOL DISTRICT No. 116

# LOOKINGGLASS

Emily Ledbetter, Principal  
ledbettere@wdsd.org  
Phone 541-679-3006

7421 Lookingglass Rd.  
Roseburg, OR 97471  
Fax: 541-784-2639

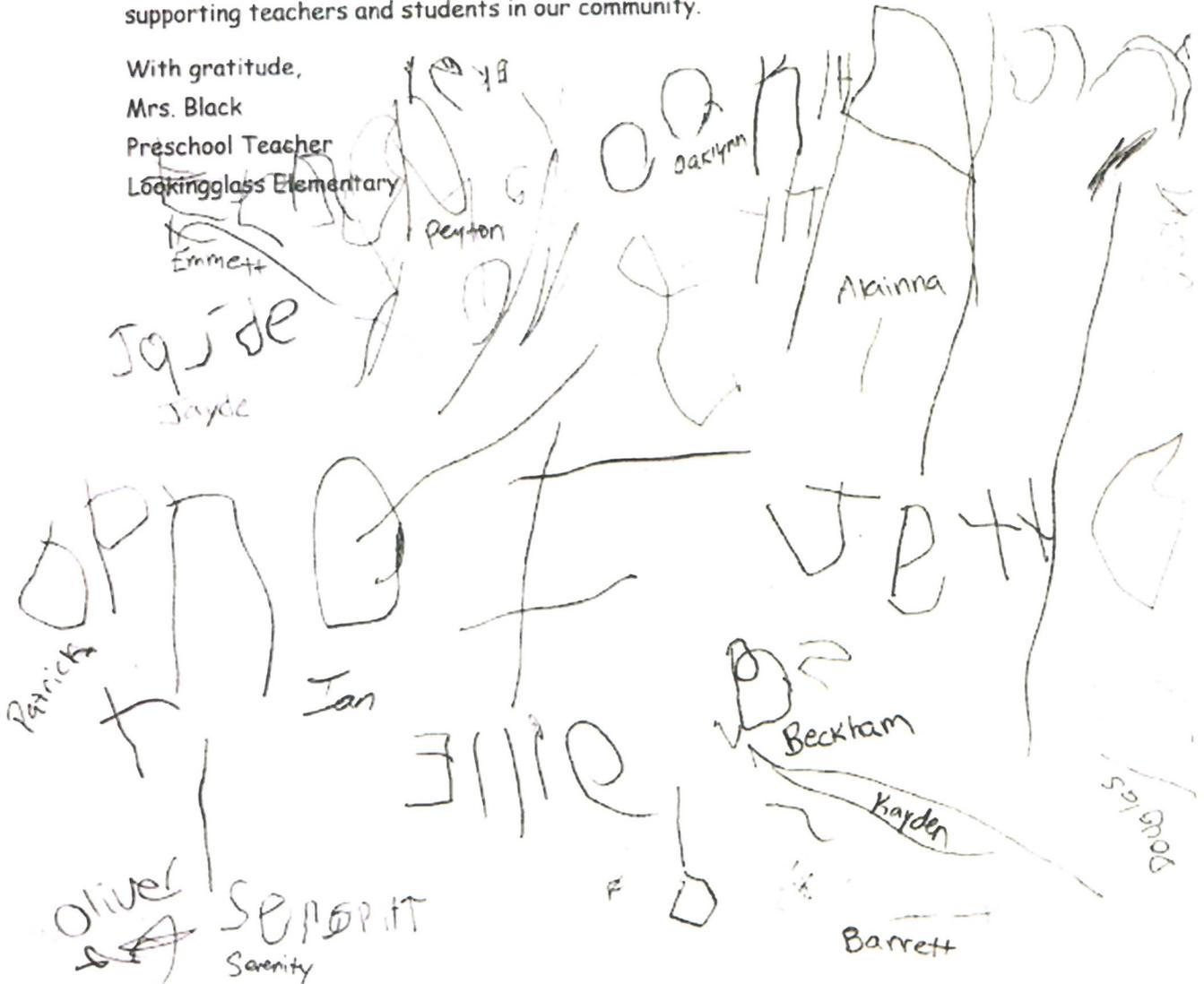
Dear Cascade Community Credit Union,

I would like to sincerely thank you for awarding us the \$500 Chalkboard Grant for my preschool classroom. Your generosity will make a meaningful difference in enriching my students' learning experiences and helping them build a strong educational foundation.

With your support, I am able to provide hands-on materials, field trips, and other engaging activities that spark curiosity, creativity, and a love of learning at an early age. The impact of your contribution will be felt daily in our classroom as my students explore, discover, and grow.

Thank you for investing in early education and for your continued commitment to supporting teachers and students in our community.

With gratitude,  
Mrs. Black  
Preschool Teacher  
Lookingglass Elementary



WINSTON-DILLARD SCHOOL DISTRICT No. 116  
**LOOKINGGLASS**

Emily Ledbetter, Principal  
ledbettere@wdsd.org  
Phone 541-679-3006

7421 Lookingglass Rd.  
Roseburg, OR 97471  
Fax: 541-784-2639

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To whom it may concern:

I would like to extend my heartfelt thanks for the opportunities that Cascade Community Credit Union has afforded to me and my students both this year and in years past. I can say with certainty that Cascade's has had a substantial positive effect on the learning of my students. Classroom budgets are tight, and the grant money offered by Cascade has allowed me to make improvements to our equipment that would not otherwise be possible. Whenever we use new equipment for the first time, we always talk first about how important it is to take care of what we have so that we continue to have usable equipment in the future. Thanks again for offering us this opportunity!

Sincerely,

Karl Olson and the kids at Lookingglass Elementary

# McGovern Elementary School

November 3, 2025

Dear Cascade Community Credit Union Board Members,

We are incredibly grateful to be the recipients of the Chalkboard Grant. We are deeply appreciative of your commitment to empowering educators and enhance the learning in our classrooms.

This grant will allow us to purchase items for our classrooms to give our students engaging experiences. Your investment supports our professional growth and enriches the learning of our students.

Thank you for your continued support of our students.

Sincerely,



Mikenna Fusco  
4<sup>th</sup> Grade Teacher



Alaura Bennett  
4<sup>th</sup> Grade Teacher

McGovern Elementary School  
600 NW Elwood St  
Winston, OR 97496

*“Connecting our community, students and families with educators for the purpose of fostering enthusiastic, lifelong learners.”*





# WINSTON MIDDLE SCHOOL

*David Welker, Principal*  
330 SE Thompson  
Winston, OR 97496  
541-679-3002 ext 3482  
welkerd@wdsd.org

Date: October 20, 2025

To: Joseph Burford  
4698 Coos Bay Wagon Rd  
Roseburg, OR. 97471

From: Winston Middle School  
330 SE Thompson  
Winston, OR, 97496

Recipient: trombone

Value: \$100.00 Olds Ambassador Bb Trombone  
\$300.00 Century Bass Trombone  
Total: \$400.00

Thank you for your donation. Your generous donation of a trombone and a bass trombone will allow a student to play the trombone who previously could not afford an instrument. We look forward to using this instrument to support our band program.

Again, thank you for your generous donation.

Sincerely,

Rob Holveck  
WMS Principal

Tax ID #93-6000445

# OSBA Model Sample Policy

REVIEW

Code: BCF  
Adopted:

## Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive the committee report(s).

Except as specifically provided by the Board, advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.

~~*{This following section is recommended for immediate adoption for districts with more than 10,000 ADM. For districts with an ADM of 10,000 or less, this is recommended for adoption prior to September 15, 2025.}*~~

~~{Educational Equity Advisory Committee<sup>{12}</sup>}~~

~~The duties of the district's educational equity advisory committee shall include:~~

- ~~1. Advising the Board about the educational equity impacts of policy decisions;~~
- ~~2. Advising the superintendent about the educational equity impacts of policy decisions; and~~
- ~~3. Informing the Board and superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the Board and superintendent on how best to handle that situation.~~

~~The educational equity advisory committee may prepare an annual report that:~~

- ~~1. Contains the following information:
  - ~~a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;~~
  - ~~b. Recommendations the committee made to the Board and superintendent, and the actions that were taken in response to those recommendation; and~~
  - ~~c. Any other information required by the State Board of Education.~~~~
- ~~1. Is made available by being:
  - ~~a. Distributed to parents of district students;~~
  - ~~b. Posted on the district's website;~~
  - ~~c. Presented to the Board in at a board meeting with adequate opportunity for public comment; and~~
  - ~~d. Sent to the State Board of Education.~~~~

~~The educational equity advisory committee shall be appointed by the Board and superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the Board and superintendent:~~

- ~~1. Shall solicit name of possible members from the community;~~
- ~~1. Must ensure that membership is primarily representative of underserved student groups;~~
- ~~2. May not exclude members based on immigration status; and~~
- ~~3. Must comply with any other requirements established by the State Board of Education.~~

---

<sup>1</sup> ~~{District 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.}~~

<sup>2</sup> ~~Additional information on the formation, membership and responsibility of the committee can be found in OAR 581-022-2307.~~

~~A member of the educational equity advisory committee will also serve on the school district budget committee.<sup>3</sup>~~

END OF POLICY

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**Legal Reference(s):**

[ORS 192.610](#)  
[ORS 192.630](#)

[ORS 294.414](#)  
[ORS 329.704](#)

~~[ORS 329.711](#)~~  
[ORS 332.107](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

---

<sup>3</sup>~~The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-school board member vacancy on the budget committee.~~

# OSBA Model Sample Policy

REVIEW

Code: DBEA  
Adopted:

## Budget Committee (Version 2)

### Organization, Membership and Terms of Office

The district budget committee will consist of the ~~five~~ ~~seven~~ members of the Board and ~~five~~ ~~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.~~ ~~The appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end each year.~~ At least one member of the budget committee must be a member of the district's educational equity advisory committee. ~~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~~ ~~10-member budget committee is 6~~. Therefore, if only ~~8~~ ~~6~~ 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

~~{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.}~~

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.

**Final Action**

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

END OF POLICY

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**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](#)

OK - review

# 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. Names 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<sup>1</sup>;
- 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

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<sup>1</sup> 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 Administrative Regulation

OK - review

Code: JO/IGBAB-AR  
Adopted:

## Education Records/Records of Students with Disabilities Management

### 1. Student Education Record

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- 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. Names of parents/guardians;
- e. Date of entry into the school;
- f. Name of school previously attended;

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<sup>1</sup>;
- 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

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<sup>1</sup> 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.

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;

- 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

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.

# OSBA Model Sample Policy

REVIEW 10/2/25

Code: IKF  
Adopted:

## Graduation Requirements\*\*

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

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and 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<sup>1</sup>;
2. Experiencing houselessness<sup>2</sup>;
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. <sup>3</sup>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<sup>4</sup> 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.

<sup>1</sup> “Foster child” is defined in ORS 30.297.

<sup>2</sup> ~~ORS 329.451(2) and OAR 581-022-use the term “homeless.”~~ See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

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

## Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of {<sup>5</sup>}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<sup>6</sup> (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<sup>7</sup> 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 <sup>8</sup>financial literacy);
5. <sup>9</sup>One-half credit of higher education and career path skills;
6. <sup>10</sup>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<sup>11</sup> (units shall be earned in any one or a combination).

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

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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.

<sup>5</sup> {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.}

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

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

<sup>8</sup> 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.

<sup>9</sup> 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).

<sup>10</sup> 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).

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

~~[<sup>12</sup>A student completing the International Baccalaureate Organization’s (IB) Diploma Programme curriculum or the IB Career-related Programme curriculum will be considered to have completed the credit requirements listed above. The district shall ensure students in the IB programs complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses. The district shall develop a curriculum plan that ensures students in an IB program receive inclusive instruction aligned to the adopted standards in Civics and Health.]~~

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

1. <sup>13</sup>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));

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~~<sup>12</sup> {Adopt this language only if the district offers an International Baccalaureate program for high school students. Waivers for the Personal Finance and Higher Education and Career-path Skills can be requested by the district.}~~

<sup>13</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

5. <sup>14</sup>One-half credit in personal financial education;
6. <sup>15</sup>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. <sup>16</sup>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.

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

<sup>15</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>16</sup> 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 (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student’s anticipated exit from high school.

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

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

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.

### **[<sup>17</sup>] Essential Skills**

The district ~~will~~ ~~[will not]~~ 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 ~~establish an appeal process~~ ~~[follow Board policy KL - Public Complaints]~~ in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal ~~.~~

### **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.

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<sup>17</sup> ~~[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.]~~

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - 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 <sup>18</sup> certificate of attendance<sup>19</sup> will be awarded to students who:

1. Have maintained regular full-time attendance<sup>20</sup> for at least four years beginning in grade nine;

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<sup>18</sup> {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](#). }

<sup>19</sup> 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.

<sup>20</sup> There is no established definition of "regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.

["Regular full-time attendance" means not being absent for more than 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.]]

2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history<sup>21</sup> ✓

For students with a documented history<sup>22</sup>, 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 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

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✓ [“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.] ✓

<sup>21</sup> “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.

<sup>22</sup> “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.

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<sup>23</sup> and submitting the form to the district.

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

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

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<sup>23</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

## END OF POLICY

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### 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.



**NOMINATION FORM**  
**OSBA LEGISLATIVE POLICY COMMITTEE (LPC)**  
**REGIONAL MEMBER**

Date September 12, 2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025.**

Return this form and all candidate information  
forms to the OSBA office by email at  
[elections@osba.org](mailto:elections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the DOUGLAS / SOUTH COAST Region, Position # 9.

**LPC CANDIDATE INFORMATION**

Name: Steven Hammerson  
District/ESD/Community College: Douglas County School District No. 4 (Roseburg Schools)  
Address: 1630 NW Avery St  
City: Roseburg Oregon ZIP: 97471  
E-mail: shammerson@roseburg.k12.or.us Phone: (971) 312-9972

**This nomination was approved by official action of our board of directors at a duly called meeting on**

August 27, 2025

**(date)**



(Board Chair signature)

Board Chair name: Andrea Miner  
District: Douglas County School Dist. 4 (Roseburg Schools)  
Address: 1318 NW Domenico Dr  
City, State, Zip: Roseburg, OR 97471

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Steven Hammerson

Date: 8/19/2025

Address: 1630 NW Avery St.

City/Zip: Roseburg/97471

Business phone: (971) 312-9972

Residence phone: (971) 312-9972

Cell phone: (971) 312-9972

E-mail: SHammerson@roseburg.k12.or.us

District/ESD/CC: Roseburg School District

Term expires: 2027 Years on board: 2

Region: Douglas County RSD



Position #: 5

*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

  
Name

8/19/2025  
Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?  
Communicate the issues/concerns with rural school districts in Oregon.
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.  
I have taken on many leadership roles in my life. I was captain of the swim team at Sunset High School in Beaverton School District, General Manager of a food service company, led several security teams, and have served on multiple boards in a volunteer capacity.
3. What do you see as the two most challenging legislative issues faced by OSBA?  
I see the most challenging hurdle is our legislation attempting to leave parents out of the information and transparency of the health and well-being of their own children. There needs to be more transparency in the process.
4. What do you see as the two most challenging legislative issues faced by your region?  
The federal policies that directly conflict with state policies that threaten funding to our schools is a serious issue. Each school district should have the sovereignty to reflect the values of their own community.
5. What is your plan for communicating with boards in your region about legislative issues?  
To be transparent and honest about what i see in my community and what is best for the health, safety, and well-being of the students in our district.

Email to [elections@osba.org](mailto:elections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301  
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district (include committee name and if you were chair):**

RSD - Budget Committee member, Chair of Building and Sites Committee, Chair of Policy Committee

**Other education board positions held/dates:**

None

**Occupation (Include at least the past five years):**

Employers:

Liberty Mutual

MGM Grand

Dates:

2013 to present

2011 to 2012

**Schools attended (Include official name of school, where and when):**

High school: Sunset High School

College: Western Oregon University

Degrees earned: BS in Criminal Justice; minor in Business

**Education honors and/or awards:**

Summa Cum Laude

**Other applicable training or education:**

N/A

**Activities, other state and local community services:**

Polk County Fire Department Volunteer, Beaverton Police Department Volunteer, YMCA Flag Football Coach

**Hobbies/special interests:**

Raising my 3 sons to be positive contributing members of society

**Business/professional/civic group memberships; offices held and dates:**

Insurance Designations -

CPCU

ARM

AIC

**Additional comments:**

Thank you for your consideration for this position.

**NOMINATION FORM**  
**OSBA LEGISLATIVE POLICY COMMITTEE (LPC)**  
**REGIONAL MEMBER**

Date 9/24/25

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025.**

Return this form and all candidate information  
forms to the OSBA office by email at  
[elections@osba.org](mailto:elections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Douglas/S. Coast Region, Position # 9.

**LPC CANDIDATE INFORMATION**

Name: Janet Holland  
District/ESD/Community College: Glide School District #12  
Address: 18990 N. Umpqua Hwy  
City: Glide Oregon ZIP: OR 97443  
E-mail: janet.holland@glide.k12.or.us Phone: 541-496-3521

This nomination was approved by official action of our board of directors at a duly called meeting on  
9/17/25  
(date)



(Board Chair signature)

Board Chair name: Tracy Adevai  
District: Glide School Dist. #12  
Address: P.O. Box 375  
City, State, Zip: Glide, OR 97443

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_



Position #: \_\_\_\_\_

*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

# JANET L. HOLLAND, LCSW

22966 North Umpqua Highway, Idleyld Park OR 97447

541-580-6203 (cell) 541-496-0810 (home)

[Janetleeholland@gmail.com](mailto:Janetleeholland@gmail.com)

To obtain a position which involves the opportunity to apply and learn new skills in working with people of varied ages, backgrounds, and abilities to improve the overall health of individuals and communities.

## EXPERIENCE

**MARCH 2020 – PRESENT**

**REGIONAL OPERATIONS DIRECTOR**

**JACKSON CARE CONNECT/CARE OREGON**

Medford, OR

Directing the integration and execution of network and clinical strategy for Jackson Care Connect assuring financial stability and integration of Coordinated Care Organizations programs including quality pool, grants, risk share, alternative payment models and other investments designed to improve clinical functions. Coordinate with internal and external partners to ensure access, program integrity, quality of clinical care, utilization management, compliance with OARs and other regulatory standards. Develop and oversee multiple programs, and internal and matrixed staff including care coordination, provider relations, analytics, innovation specialists and other teams to achieve CCO strategic goals. Provide leadership and staffing for various board and internally appointed committees.

**AUGUST 2016 – FEBRUARY 2020**

**INTEGRATIONS DIRECTOR**

**GOBHI – GREATER OREGON BEHAVIORAL HEALTH, INC. (GOBHI)/EASTERN OREGON CARE COORDINATION ORGANIZATION (EOCCO)**

The Dalles, OR

West Linn, OR

Oversite of operations, programs and staff focused on integration of physical, behavioral, and dental health including focus on social determinants of health for Coordinated Care Organization. Responsible for meeting contractual obligations including managing budget, personnel, policies, reporting requirements and resources to meet objectives/deliverables. Oversight of specialized programs to support the mission of GOBHI including statewide contracts for Center of Excellence, substance abuse and Older Adult Initiative. Focus on supporting communities in Eastern Oregon with CCO incentive measures, Community Advisory Councils, and other integration efforts. Assisted in obtaining NCQA certification and ensuring standards were achieved across programs. Provide clinical supervision and oversight for Complex Care Management/Intensive Care Coordination, Collaborative Care Model, and other clinical programs to meet CCO objectives.

**MAY 2014 – AUGUST 2016**

**EXECUTIVE DIRECTOR**

## **COMMUNITY HEALTH ALLIANCE**

Roseburg, OR

Responsible for management and transfer of Community Mental Health Program (CMHP) from county-based system to nonprofit. Creation of entire operations including EMR, staffing, contracts, facilities, board structure, policies, budget within two months. Responsible for meeting state contracts, reporting and administrative requirements. Facilitated mental health response to Umpqua Community College tragedy including working with federal, state, and local partners.

**OCTOBER 2008 – AUGUST 2016**

**MENTAL HEALTH DIRECTOR**

**DOUGLAS COUNTY HEALTH AND SOCIAL SERVICES**

**JULY 2011 – AUGUST 2016**

**DEVELOPMENTAL DISABILITIES DIRECTOR**

**DOUGLAS COUNTY HEALTH AND SOCIAL SERVICES**

Roseburg, OR

Planning, managing, evaluating, and providing oversight to CMHP and Developmental Disability Program for Douglas County. Assess and plan for the on-going mental health and developmental disability needs and concerns across both systems. Establish and maintain policies and procedures. Ensure compliance with federal and state regulations and requirements. Monitor and manage fiscal and clinical operations of the division. Coordinate and serve as linkage for various state and county committees and boards to meet the needs of residents of Douglas County.

**OCTOBER 2005 – OCTOBER 2008**

**MENTAL HEALTH SPECIALIST V – PROGRAM DIRECTOR**

**DOUGLAS COUNTY HEALTH AND SOCIAL SERVICES**

Roseburg, OR

Planning, implementation, monitoring, coordinating and evaluation of CMHP to ensure program staff and related community agencies work effectively towards obtaining goals and objectives of the agency. Programmatic and clinical oversight of crisis, youth and family, adult outpatient, and community support programs. Assured work completed met the necessary state and local standards and regulations. Responsible for completion of division policies and procedures; provide training and evaluation of staff and programs. Liaison/consultant between mental health and other community partners including, Department of Human Services, schools, state agencies, state hospital, judicial, law enforcement, managed care organization.

**OCTOBER 2002 – OCTOBER 2005**

**MENTAL HEALTH SPECIALIST IV, SCHOOL BASED AND TREATMENT FOSTER CARE COORDINATOR**

**DOUGLAS COUNTY HEALTH AND SOCIAL SERVICES**

Roseburg, OR

Responsible for supervision of Youth and Family Unit including individual and group supervision. Program oversight and coordination between local schools, Department of Human Services, and various local agencies. Provide individual and family therapy utilizing Solution Focused/Strength Based and Motivational Interviewing focus. Intensive case coordination services to maintain children and youth returning from residential treatment facilities in local foster homes. Participation and represent CMHP in task forces and committees including Suicide Prevention, Douglas County Early Childhood Prevention Coalitions and Youth Development. Responsible for writing and awarded first grant by the program and achieving subsequent grants.

**OTHER EXPERIENCE:**

**OCTOBER 2002 – AUGUST 1997**

**SCHOOL BASED PROGRAM COORDINATOR; STUDENT ASSISTANCE COUNSELOR**

**YOUTH CONTACT**

Hillsboro, OR

**SEPTEMBER 1993 – AUGUST 1997**

**SAFE PLACE HOUSING COORDINATOR/LEAD CASE MANAGER**

**THE BOYS AND GIRLS AID SOCIETY**

Portland, OR

**SEPTEMBER 1994 – JUNE 1995**

**CHILD AND FAMILY THERAPIST**

**THE NETWORK**

Portland, OR

**SEPTEMBER 1993 – JUNE 1994**

**SCHOOL SOCIAL WORKER**

**CENTENNIAL SCHOOL DISTRICT**

Portland, OR

**SEPTEMBER 1990 – AUGUST 1992**

**COUNSELOR**

**CONTACT**

San Jose, CA

**FEBRUARY 1992 – JUNE 1992**

**RECREATIONAL LEADER III**

**CITY OF SANTA CLARA/THERAPEUTIC RECREATIONAL PROGRAM**

San Jose, CA

**DECEMBER 1991 – MARCH 1992**

**COUNSELOR**

**PALAMARES GROUP HOME**

San Jose, CA

**JUNE 1990 – AUGUST 1992**  
**ADMINISTRATIVE ASSISTANT**  
**BEST TEMPORARY SERVICES**

Santa Clara, CA

**OCTOBER 1990 – AUGUST 1992**  
**SOCIAL SUPPORT**  
**FRIENDLY VISITING SERVICES**

Santa Clara, CA

**AUGUST 1986 – AUGUST 1989**  
**AGENCY RELATIONS AND SERVICES**  
**UNITED WAY SACRAMENTO AREA**

Sacramento, CA

## **EDUCATION**

**JUNE 1995**  
**MASTER OF SOCIAL WORK, PORTLAND STATE UNIVERSITY**

**JUNE 1991**  
**BACHELOR OF ARTS – PSYCHOLOGY, SAN JOSE STATE UNIVERSITY**

## **LICENSURE/CERTIFICATION**

Licensed Clinical Social Worker  
January 2000

Integrated Care Management Certification  
University of Massachusetts

Licensure Supervisor – LCSW, LPC, LMFT

## **COMMUNITY INVOLVEMENT**

Glide School District Board of Directors  
Pink Lemonade Project Board of Directors  
Glide Elementary Site Council  
Tobacco Free Coalition of Washington County  
Children’s System Advisory Committee  
Operations Committee, AOCMHP

Douglas Education Services District Finance Committee  
Glide School District Finance Committee  
Wrap Around Committee Chair  
Douglas County Suicide Prevention Task Force  
Juvenile Crime Prevention Task Force  
UCC Strong Foundation



# OUTDOOR SCHOOL



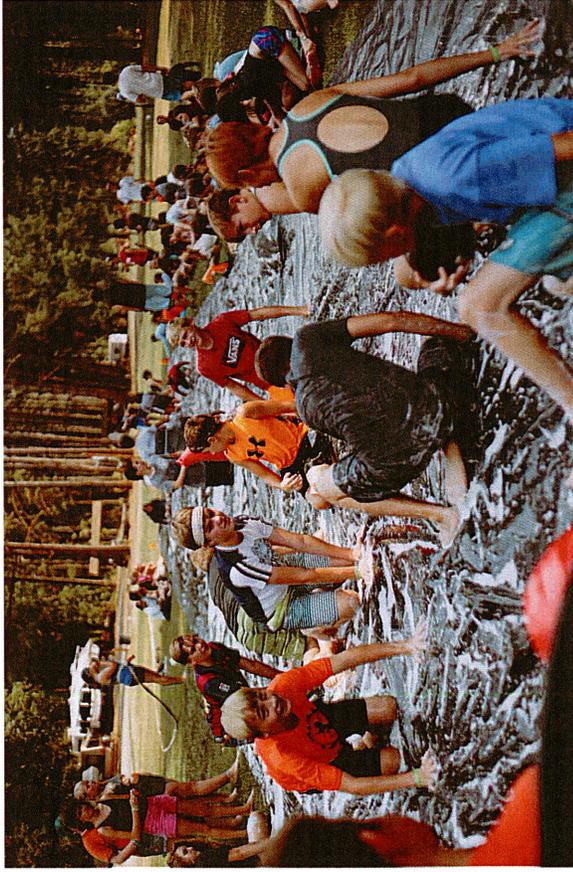
*outdoor school*

TEAM-BUILDING, SOCIAL GROWTH,

RAPPORT-BUILDING AND LOTS OF FUN HAPPENS AT OUTDOOR SCHOOL!

CLASSES INCLUDE: ARCHERY, LIFE AS A TREE, OWL PELLETS, BOHEMIA GOLD MINING, CHALLENGE COURSE TEAM-BUILDING, STREAM TABLE HABITAT, ANIMAL ADAPTATIONS, GEOCACHING AND MORE...

GROVE CAMP OUTDOOR SCHOOL IS COMMITTED TO EQUIPPING OREGON STUDENTS WITH SOCIAL SKILLS, KNOWLEDGE IN TEAMWORK AND THE IMPORTANCE OF COMMUNITY. OUR GOAL IS THAT ALL OREGON CHILDREN GET TO EXPERIENCE HANDS ON, NATURE BASED OUTDOOR SCHOOL; WHERE THEY LEARN ABOUT TRADES SUCH AS FORESTRY, LAND MANAGEMENT AND RESOURCE MANAGEMENT THROUGH PRACTICING PROFESSIONALS. FUNDS ARE AVAILABLE FOR 5TH & 6TH GRADE STUDENTS THROUGH THE OREGON MEASURE 99, TO COVER OUTDOOR SCHOOL COSTS!



## FUNDING IS AVAILABLE FOR OUTDOOR SCHOOL!!

GROVE CAMP OUTDOOR SCHOOL OFFERS A DIVERSE SITE FOR OUTDOOR SCHOOL, WHILE PROVIDING PROGRAMMING, AND FACILITATION IF UPON REQUEST! WE ARE MAKING OUTDOOR SCHOOL A LIFE-CHANGING MEMORABLE EXPERIENCE FOR ALL LEARNERS, WHILE FREEING UP TEACHERS FROM THE PLANNING AND THE ORGANIZATION THAT

OUTDOOR SCHOOL REQUIRES.

# GROVE CAMP OUTDOOR SCHOOL CURRICULUM IS STANDARDIZED AND READY TO GO!

WE CURRENTLY HAVE 2 OPTIONS AVAILABLE FOR OUTDOOR SCHOOL PROGRAMMING. IF NONE OF THESE FIT YOUR NEEDS WE WOULD STILL LOVE TO TALK AND SEE HOW WE CAN MEET YOUR NEEDS:



by the camp.

#### **Tier 1: Grove Camp Outdoor School**

Grove Camp Outdoor School is fully provided by Grove Christian Camp. Grove Camp provides the teachers, some extra staff, presentations, snacks, food service (including food accommodations) and all supplies. As a school you just sign up for tier 1 and we plan your outdoor school for you.

#### **Tier 2: Grove Camp Outdoor School Site.**

Grove Camp provides the space and **you provide everything else.** Grove Camp Outdoor School Tier 2 includes: School district provides curriculum and classes at Grove Camp site with food & cleaning service provided

**CONTACT GROVE CAMP OUTDOOR SCHOOL FOR PRICING!!**

**541-946-1662 OR EMAIL TO GROVECAMP@GROVECHRISTIANCAMP.ORG**



# DATA CENTER WAREHOUSE

23041 Avenida De La Carlota, Suite 325  
Laguna Hills, CA 92653  
Phone: (973) 795-9033

## Quotation

Number: **Q-142166**

Date: **10/21/2025**

**Bill To:**  
Michael David  
Winston-Dillard School District 900762 Ref:  
900762  
620 NW Elwood Dr  
Winston, OR 97496  
Phone: (541)957-4831  
Email: Michael.David@douglasesd.k12.or.us

**Ship To:**  
Michael David  
Winston-Dillard School District 900762  
620 NW Elwood Dr  
Winston, OR 97496  
Phone: (541)957-4831  
Email:  
Michael.David@douglasesd.k12.or.us

Item #	Mfr. Part	Description	Price	Qty.	Extended
*1	CZ1104CM2A-YZ42	Asus Chromebook CZ11 CZ1104CM2A-YZ42 11.6" Rugged Chromebook - HD - Octa-core (ARM Cortex A76 + Cortex A55) - 4 GB - 32 GB Flash Memory - Mineral Gray - MediaTek Kompanio 520 Chip - 1366 x 768 - ChromeOS - ARM Mali G52 MC2 2EE - Twisted nematic (TN) - Front Camera/Webcam - 19 Hours Battery Run Time - IEEE 802.11ax Wireless LAN Standard Mfr: <b>ASUS COMPUTER INTERNATIONAL</b>	\$ 229.00	150	<b>\$ 34,350.00</b>
*2	CROS-SW-DIS-EDU-NEW	Google Chrome - License - 1 License - Academic Mfr: <b>GOOGLE, INC</b>	\$ 29.50	150	<b>\$ 4,425.00</b>
*3	GOOGLEZTEONLY	Google Zero Touch ENRL PP Only Mfr: <b>D AND H DISTRIBUTING</b>	\$ 0.00	150	<b>\$ 0.00</b>
3 item(s)				<b>Sub-Total</b>	<b>\$ 38,775.00</b>
				<b>Tax</b>	<b>\$ 0.00</b>
				<b>Freight</b>	<b>\$ 0.00</b>
				<b>Total</b>	<b>\$ 38,775.00</b>
(*) Tax exempted Part(s)					

Quote Valid Until: 11/20/2025

### Payment Details

Pay by: Company PO  
Payment Term 30 days

### Shipping and Delivery Details

Shipping via: FEDEX Ground

### Terms and Conditions

This quote is based on current duty and tax rates. Any increases in duties, tariffs, or related government-imposed fees after this quote but before the order date shall be the sole responsibility of customer.

Please visit <http://datacenterwarehouse.com/terms-and-conditions/> for terms and conditions.

Prepared by: **Ryan Flynn**

Email: **Ryan.Flynn@4dcw.com**

Phone: **(973) 795-9033**