

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT 8R, HERMISTON**

There will be a Regular Meeting of the
Board of Education of the Umatilla County School District 8R
at Hermiston School District Offices
Boardroom
305 S.W. 11th Street.
Hermiston, Oregon 97838
Monday, November 14, 2022, 6:30 PM

Briana Cortaberria
Executive Assistant to the
Superintendent and Board of Education

AGENDA

1. **CALL TO ORDER BUDGET HEARING (6:30 p.m.)** Chair Holthus
2. **BUDGET HEARING (6:31 p.m.)** Chair Holthus
 1. Public Comment 3
3. **ADJOURN BUDGET HEARING (6:35 p.m.)** Chair Holthus
4. **CALL TO ORDER REGULAR MEETING (6:35 p.m.)** Chair Holthus
5. **INTRODUCTORY ITEMS (6:35 p.m.)** Chair Holthus
 1. Pledge of Allegiance
 2. Adoption of Agenda 4
 3. Approval of Minutes 5
6. **PRESENTATIONS AND RECOGNITIONS (6:40 p.m.)**
 1. Hermiston FFA Recognition
 2. Rocky Heights Elementary School Building Presentation
7. **COMMUNICATIONS AND ANNOUNCEMENTS (7:20 p.m.)**
 1. Oregon School Employees Association Ms. Chapman
 2. Hermiston Association of Teachers Ms. Fisher
 3. Student Board Representative Mr. Purswell
8. **REPORTS (7:35 p.m.)**
 1. Board of Education Chair Holthus
 Board of Education Goals
 1. Academic Achievement. Demonstrate continuous improvement in all measured areas for each student.
 2. Stewardship. Maintain sound fiscal stewardship of community resources consistent with board policy.
 3. Community. Engage our diverse community in creating opportunities to advance student achievement.
 2. Business Office Ms. Saul
 1. Financial Reports 15
 3. Superintendent's Office Dr. Mooney
 1. Enrollment Report 18
9. **STUDY ITEMS (7:55 p.m.)**
 1. Special Programs Department Update Ms. McKay

* Timing of agenda is not meant to be time specific. Instead, the time identified is for pacing purposes only. The Board of Education may modify the agenda and the order in which items are taken for consideration. 21

** Consent agenda items are considered for action as an entire group. Details for these items are available for public inspection at the District Office.

*** Members of the public are invited to address the Board of Education during Public Comments.

10. PUBLIC COMMENTS (8:25 p.m.) Chair Holthus 35

Welcome. This is the time we reserve in our meeting for public comment. Anyone wishing to address the board should stand and be recognized, then move forward to the microphone at the center table. Prior to making your comments, please state your first and last name, home address, and school or topic. Please limit your comments to a maximum of three (3) minutes and address them to me.

According to Board policy KL, any complaint regarding a specific employee of the Hermiston School District must be routed through the superintendent's office.

The Hermiston School District Board of Education also accepts public comment in writing to communications@hermiston.org prior to this meeting. Members of the community wishing to provide written comments submitted those statements to the district by 12:00 pm today.

Persons wishing to virtually address the board submitted their name electronically by 6:30 pm, prior to the Board meeting being called to order, using the Google Form accessible through the district website.

Is there anyone here tonight who would like to address the board?

11. CONSENT ITEMS (8:40 p.m.)**

- 1. Human Resources Department
 - 1. Personnel Appointments 36
 - 2. Personnel Resignations 37
 - 3. Extra Responsibility & Extra Duty Contracts 38
- 2. Business Office
 - 1. Supplemental Budget 39
 - 2. Budget Appropriation 41
 - 3. Grant Fund Establishment 43
- 3. Superintendent's Office
 - 1. Policy Review - Second Reading 45

12. ACTION ITEMS (8:45 p.m.)

- 1. OSBA Legislative Priorities and Principles 109

13. CALENDAR AND FUTURE ITEMS (8:50 p.m.)

- 1. Future Agenda Item Discussion *Chair Holthus*
- 2. Calendar Review *Ms. Cortaberra* 114

14. EXECUTIVE SESSION (9:25 p.m.) 120

15. ADJOURN (9:25 p.m.)

ORS 192.660(2)(e): To conduct deliberations with persons designated by the governing body to negotiate real property transactions.

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** Consent agenda items are considered for action as an entire group. Details for these items are available for public inspection at the District Office.

*** Members of the public are invited to address the Board of Education during Public Comments.

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

2.0 BUDGET HEARING

2.1 TOPIC: Public Comment

Welcome. This is the time we reserve in our meeting for those who wish to comment on the supplemental budget. Anyone wishing to address the board should stand and be recognized, then move forward to the microphone at the center table. Prior to making your comments, please state your first and last name, home address, and school or topic. Please limit your comments to a maximum of three (3) minutes and address them to me.

The Hermiston School District Board of Education also accepts public comment in writing to communications@hermiston.org prior to this meeting. Members of the community wishing to provide written comments regarding the supplemental budget submitted those statements to the district by 12:00 pm today.

Persons wishing to virtually address the board submitted their name electronically by 6:30 pm, prior to the Board meeting being called to order, using the Google Form accessible through the district website.

Is there anyone here tonight who would like to address the board regarding the supplemental budget?

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

SUPERINTENDENT'S RECOMMENDATION

5.0 INTRODUCTORY ITEMS

5.2 TOPIC: Adoption of the Agenda

It is recommended.

RECOMMENDATION:

. that the Board of Education adopts the agenda as presented.

**REGULAR MEETING
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
October 10, 2022**

1 CALL TO ORDER

Chair Holthus called the meeting to order at 6:31 p.m.

Hermiston School Board members present: Ms. Karen Sherman, Ms. Ginny Holthus, Ms. Bonnie Luisi, Mr. Dain Gardner, Ms. Teri Vander Stelt, and Ms. Sally Hansell

Also in attendance were: Superintendent of Schools Dr. Tricia Mooney, Director of Business Services Katie Saul, and Executive Assistant to the Superintendent and Board Briana Cortaberria
Absent member(s): Open Board Position #1

2 INTRODUCTORY ITEMS

2.1 Pledge of Allegiance

Chair Holthus led everyone in the Pledge of Allegiance.

2.2 Adoption of Agenda

A motion was made by Ms. Sherman and seconded by Mr. Gardner that the board of education adopts the agenda as presented. The motion passed 6-0.

2.3 Approval of Minutes

Regular Meeting, September 12, 2022 – A motion was made by Ms. Luisi and seconded by Mr. Gardner that the Board of Education approves the minutes of the regular meeting held on September 12, 2022.

The motion passed 6-0.

Special Meeting, September 26, 2022 – A motion was made by Mr. Gardner and seconded by Ms. Sherman that the Board of Education approves the minutes of the special meeting held on September 26, 2022.

The motion passed 6-0.

3 PRESENTATIONS AND ANNOUNCEMENTS

3.1 Loma Vista Elementary School Presentation

Loma Vista Elementary School Principal Josh Browning, along with members of the LVES Instructional Leadership Team, presented on the Loma Vista mission, shared leadership, staff committees, instructional supports, outdoor school, family events, and Pride Leaders.

4 COMMUNICATIONS AND ANNOUNCEMENTS

4.1 Oregon School Employees Association

President Joanne Chapman presented on behalf of OSEA, mentioning classified staff jobs and her goals for the union and students, union activities, and union meeting reports.

4.2 Hermiston Association of Teachers

HAT President Tammy Fisher reported to the board on behalf of HAT, commenting on the LVES presentation, a UniServ council dinner, union community activities, and board goals and service.

4.3 Student Board Representative

Mr. Purswell was not present to address the board.

5 REPORTS

5.1 Board of Education

The Board members shared of events and activities in which they participated or attended since the last Board meeting, highlighting student test proctoring, the new city hall, Hermiston Education Foundation's Dancing with the Hermiston Stars, board committee meetings, bond projects, and school visits.

Chair Holthus commented on its relationship with the community and building trust. She redirected public comment regarding the high school dress code to Hermiston High School administration.

5.2 Business Office

5.2.1 Financial Reports

Director of Business Services Saul reviewed the revenue, expenditure, and ending fund balance financial forecast reports for August 2022, noting a yellow revenue report due to the timing of when funds are received and a red expenditure report due to higher than projected accounts payable expenditures. The reports were balanced by a green EFB to yield a 10.90% ending fund balance.

5.3 Student Board Representative

Student Board Representative Mr. Nick Purswell shared a Hermiston High School student leadership update, highlighting the recent HHS homecoming, upcoming blood drive and music performances, student football game tailgates, and HHS apparel.

5.4 Superintendent's Office

5.4.1 Enrollment Report

Dr. Mooney commented on the enrollment report as of September 30, 2022, explaining the dip in enrollment, as expected following the 10-Day Drop and start of the year student database clean-up.

5.4.2 Division 22 Standards Report

Dr. Mooney provided the district's annual assurances of compliance with public school standards for the 2021-22 school year. She reported that Hermiston School District was in compliance with all of the Division 22 Standards for the 2021-2022 school year.

5.4.3 2021-2022 Student Investment Account Plan Review

Dr. Mooney updated the board on the district’s current Student Investment Account and shared the district’s response to the state-provided SIA questionnaire.

6 STUDY ITEMS

6.1 Assessment & Priority Standards Update

Education directors Mr. Farley and Mr. Depew, along with International Center for Leadership in Education Leadership and Instruction Coach Dr. Stascia Hardy, provided an update on work with priority standards and how they impact assessment results. The presentation highlighted elementary and secondary instructional leadership efforts with building principals and staff. The directors continued by sharing how they are “Elevating [their] Impact.”

7 PUBLIC COMMENTS

No members of the public requested to address the board virtually. Board Secretary Briana Cortaberria read emailed comments into the public record. The comments referenced board conduct, filling vacant positions, and equity & inclusion training. In-person public comments were heard regarding the board’s conduct and processes of the September 26 special meeting, the board’s makeup and representation of its community, and the Hermiston High School dress code and associated staff training,

8 CONSENT ITEMS

A motion was made by Ms. Sherman, seconded by Ms. Luisi, and passed 6-0 that the Board of Education approves consent items 8.1.1 thru 8.3.1.

8.1 Human Resources Department

8.1.1 Personnel Appointments

Approve the appointment of the following employees:

Kameron Besler	Custodian	Armand Larive Middle
Areli Child	English Language Learners Assistant	West Park Elementary
Briseida Gomez	Custodian	Maintenance Department
Grace Kopta	Special Education Assistant	Loma Vista Elementary
Makayla Neel	Special Education Assistant	West Park Elementary

8.1.2 Personnel Resignations

Approve the resignation of the following employees:

Jaclyn Boyd	Special Education Assistant	Desert View Elementary
Norma Sandoval	English Language Learner Assistant	West Park Elementary

8.1.3 Extra Responsibility Contracts

Approve the following extra responsibility and extra duty contracts:

Rileigh Andreason	Girls Basketball Coach	Sandstone Middle School
Ryne Andreason	Boys Basketball Coach	Sandstone Middle School
Troy Benson	College Club Advisor	Hermiston High School*
Sara Best	Outdoor School	Rocky Heights Elementary
Jessica Brown	Outdoor School	Sunset Elementary
Ashlynn Burnett	English Language Arts Committee	Loma Vista Elementary
Melody Bustillos	Generation College Asst Advisor	Hermiston High School*
Brenda Caldwell	English Language Arts Committee	West Park Elementary
Michelle Childs	Outdoor School	West Park Elementary
Justine Cook	Outdoor School (2 nights)	Highland Hills Elementary
Angelic Cooke	Enrichment Coach	Highland Hills Elementary
Samantha Cooley	English Language Arts Committee	Highland Hills Elementary
Tracy Culligan	Outdoor School	Loma Vista Elementary
Tracy Culligan	English Language Arts Committee	Loma Vista Elementary
Alvin Davis	Head Girls Wrestling Coach	Hermiston High School
Heather Denton	Outdoor School	West Park Elementary
Kathleen Dopps	English Language Arts Committee	West Park Elementary
Preslee Dufloth	Assistant Softball Coach-Fast Pitch	Hermiston High School
Nicholas Ekblad	Outdoor School	Rocky Heights Elementary
Carrie Ferguson	English Language Development Committee	Sunset Elementary
Jessica Finn	Outdoor School	Sunset Elementary
Kara Frazier	English Language Arts Committee	Desert View Elementary
Susan Frink	English Language Arts Committee	Sunset Elementary
Michelle Gaede	English Language Development Committee	Highland Hills Elementary
Lily Gilstrap	Enrichment Coach	Loma Vista Elementary
Kristine Griffin	Enrichment Coach	Rocky Heights Elementary
Logan Hale	Head Boys Swimming Coach	Hermiston High School
Bonnie Hamann	Outdoor School	Highland Hills Elementary
Nichole Hartsteen	English Language Development Committee	West Park Elementary
Natasha Johnson	Outdoor School	Sunset Elementary
Natasha Johnson	English Language Arts Committee	Sunset Elementary
Mitchell Kochis	Assistant Baseball Coach	Hermiston High School
Hailey Kramer	Outdoor School	Desert View Elementary
Daylee Lathim	English Language Arts Committee	Loma Vista Elementary
Martha Liebe	English Language Arts Committee	Highland Hills Elementary
Alissa Lindeman	English Language Arts Committee	Rocky Heights Elementary
Joshua Linn	Outdoor School	Rocky Heights Elementary
Sara Lomas	Outdoor School	Desert View Elementary
Jaime Madrigal	Outdoor School	Rocky Heights Elementary
Jane McCormack	Outdoor School	Desert View Elementary
Heather Mills	English Language Arts Committee	Desert View Elementary
Madelyne Moore	English Language Arts Committee	Rocky Heights Elementary
Laura Mull	English Language Development Committee	Loma Vista Elementary
Michelle Munro	College Club Advisor	Hermiston High School**

David Nycz	Outdoor School	West Park Elementary
Taryn Olson	Outdoor School	Highland Hills Elementary
Bobbi Phillips	English Language Arts Committee	Rocky Heights Elementary
Kimberly Purswell	English Language Arts Committee	West Park Elementary
Ibbet Radant	English Language Arts Committee	Rocky Heights Elementary
Cailyn Roberts	Outdoor School	Loma Vista Elementary
Tracy Robertson	Assistant Baseball Coach	Hermiston High School
Stacey Robledo	High School Success Team (Freshman)	Hermiston High School
Amanda Rodriguez	Outdoor School	Loma Vista Elementary
Aaron Rouska	Outdoor School	Sunset Elementary
Elizabeth Schlenker	English Language Development Committee	Desert View Elementary
Victoria Scott	English Language Arts Committee	Desert View Elementary
Brittany Smith	Enrichment Coach	West Park Elementary
Cherilyn Spencer	English Language Arts Committee	Loma Vista Elementary
Bailey Srofe	Enrichment Coach	Sunset Elementary
Martha Torres	English Language Arts Committee	Sunset Elementary
Jamie Trigg Linderman	English Language Arts Committee	Sunset Elementary
Amber Utter	Outdoor School	Highland Hills Elementary
Amber Utter	English Language Arts Committee	Highland Hills Elementary
Marci Wattenburger	English Language Arts Committee	West Park Elementary
Darci Wellsandt	English Language Arts Committee	Desert View Elementary
Courtney Winn	Enrichment Coach	Desert View Elementary
Laurel Woodward	English Language Development Committee	Rocky Heights Elementary
*High School Success Funded		
**Measure 98 Funded		

8.2 Business Office

8.2.1 Acceptance of Gifts

Accepts the following gifts:

SCHOOL/PROG	GIFT	VALUE	DONOR
Hermiston School District	Trailer		Hermiston Kiwanis Club
Loma Vista Elementary School	Backpacks		Anonymous
Highland Hills Elementary School -	Cash	\$50.00	Anonymous
	Music Program		

8.3 Superintendent's Office

8.3.1 Policy Review – First Reading

Adopt the list of policies under review, as included:

BBBA	Board Member Qualifications
CB	Superintendent
CBC	Superintendent's Contract
CPA	Layoff/Recall – Administrative Personnel
DBEA	Budget Committee

EFA	Local Wellness Program
EH	Electronic Data Management
GCAA	Standards for Competent and Ethical Performance of Oregon Educators
GCBDB/GDBDB	Early Return to Work
GDA	Instructional Assistants
IGAC	Religion and Schools
IGAI	Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**
IGBAF	Special Education – Individualized Education Program (IEP)
IGBB	Talented and Gifted (TAG) Program and Services
IGBBA	Identification - Talented and Gifted**
IGBBC	Talented and Gifted – Programs and Services**
IGBHE	Expanded Options Program**
IGDJ	Interscholastic Activities**
IK	Academic Achievement
IKF	Graduation Requirements**
IMB	District Improvement Program
JEA	Compulsory Attendance**
JGAB	Use of Restraint or Seclusion**
JHC	Student Health Services and Requirements
KBA	Public Records Request**
KL	Public Complaints

9 ACTION ITEMS

9.1 Board Position Appointment Process

A motion was made by Ms. Sherman to appoint Liliana Gomez to the Board Position #1 vacancy, which was seconded by Ms. Luisi.

The board members discussed the process to fill the vacancy.

A motion was made by Ms. Hansell to table the motion, which was seconded by Mr. Gardner and passed 6-0.

10 PUBLIC COMMENTS

Chair Holthus reopened public comment and invited Ms. Liliana Gomez forwarded to speak. She offered comments regarding the process to fill the vacant position.

11 ACTION ITEMS

11.1 Board Position Appointment Process

Chair Holthus readdressed the motion on the table and called for the vote.

The vote passed 4-2 with Ms. Sherman, Ms. Holthus, Ms. Hansell, and Ms. Luisi voting in favor and Mr. Gardner and Ms. Vander Stelt voting in dissent.

Dr. Mooney swore Ms. Liliana Gomez into office, and she took her seat at the board table as a member of the board.

12 CALENDAR/FUTURE ITEMS

12.1 Future Agenda Item Discussion

Dr. Mooney reviewed upcoming agenda items.

12.2 Calendar Review

Upcoming calendars were reviewed.

13 ADJOURN

A motion was made by Ms. Luisi and seconded by Mr. Gardner to adjourn the meeting. The motion passed 7-0.

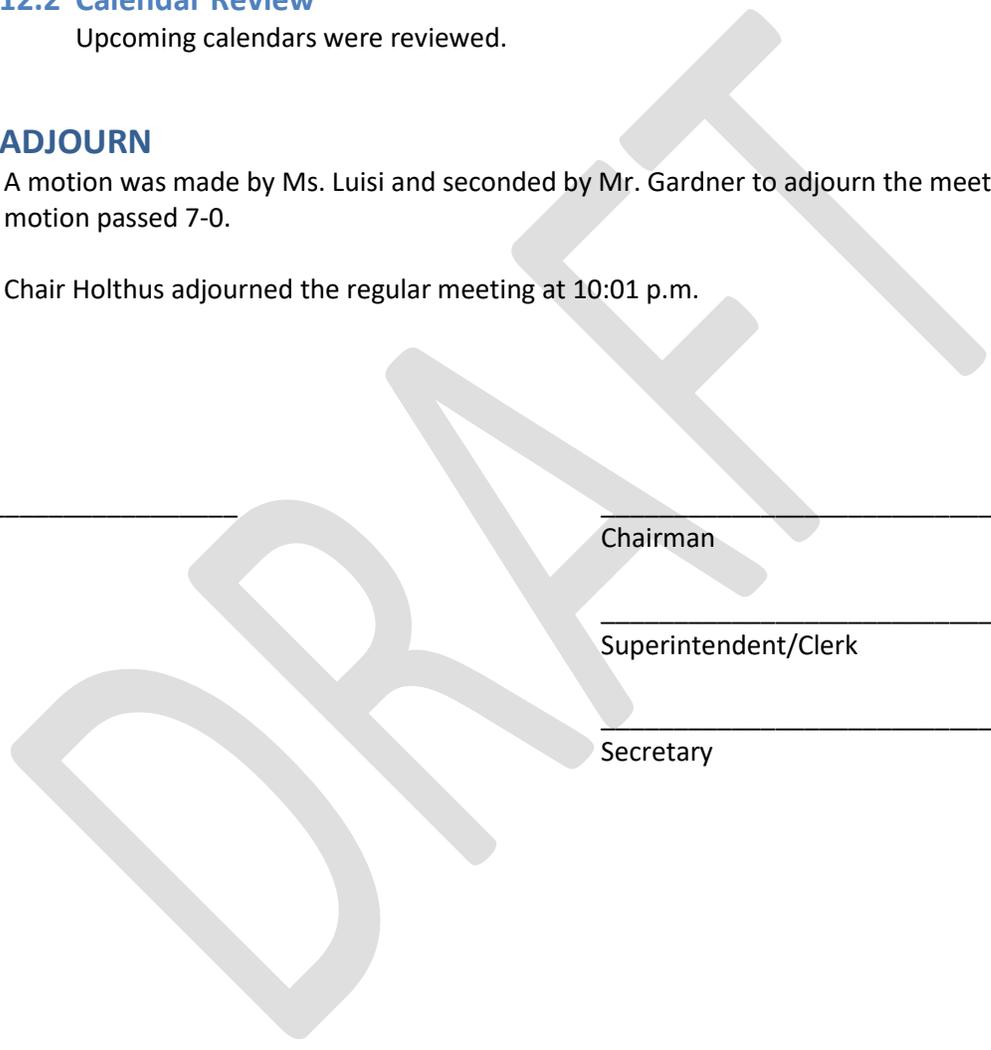
Chair Holthus adjourned the regular meeting at 10:01 p.m.

Date

Chairman

Superintendent/Clerk

Secretary



**SPECIAL MEETING
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
October 24, 2022**

1 CALL TO ORDER

Chair Holthus called the meeting to order at 6:30 p.m.

Hermiston School Board members present: Ms. Karen Sherman, Ms. Sally Hansell, Ms. Ginny Holthus, Ms. Bonnie Luisi, Mr. Dain Gardner, Ms. Teri Vander Stelt, and Ms. Liliana Gomez

Also in attendance were: Superintendent of Schools Dr. Tricia Mooney, Assistant Superintendent Jake Bacon, Director of Business Services Katie Saul, and Executive Assistant to the Superintendent and Board Briana Cortaberria

2 INTRODUCTORY ITEMS

2.1 Pledge of Allegiance

Chair Holthus led everyone in the Pledge of Allegiance.

2.2 Adoption of Agenda

A motion was made by Ms. Luisi and seconded by Ms. Sherman to adopt the agenda as presented.

The motion passed 7-0.

3 PRESENTATIONS AND RECOGNITIONS

3.1 Bond Projects Update

Wenaha Group Senior Project Manager Scott Rogers provided a bond projects update, commenting on construction for the elementary school projects and Hermiston High School addition along with design work and schedule of the district-wide upgrades. Rogers also referenced project budgets.

4 REPORTS

4.1 Board of Education

The Board members shared events and activities in which they participated or attended since the last Board meeting, commenting on the board's recent Listening & Learning Session; high school athletics, FFA, and music performances; and National School Lunch Week.

4.1.1 Superintendent Evaluation Process

Chair Holthus led discussion on the superintendent evaluation process and timeline, providing a suggested timeline via a handout.

This year, the board members will meet with building leadership teams to ask a uniform set of questions of staff members who are directly impacted by the superintendent.

The board discussed the timeline and order of events in the process.

4.2 Superintendent's Office

Dr. Mooney shared the Oregon Department of Education At-a-Glance reports, which recap information from last school year, as provided by the district to the state.

5 STUDY ITEMS

5.1 Board Committee & School Assignments

The board members reviewed the committee assignments and volunteered for service. The members also reviewed the school assignments, and the new members were partnered with a school.

6 PUBLIC COMMENTS

No comments were provided in advance, and no members of the public requested to address the board virtually.

In-person comments were received on board decorum and processes.

7 CALENDAR/FUTURE ITEMS

7.1 Future Agenda Item Discussion

Ms. Cortaberria noted upcoming agenda items.

Mr. Gardner requested a discussion on the process surrounding board position appointments. Per Dr. Mooney, this item is in board policy and will be addressed by the policy committee, which will present updates to the board for a first and second read.

7.2 Calendar Review

Upcoming calendars were reviewed.

Chair Holthus led a discussion about available dates to set a training date with the Oregon School Boards Association.

Chair Holthus stated the respective ORS under which the Board would meet in Executive Session:

- ORS 192.660(2)(e): To conduct deliberations with persons designated by the governing body to negotiate real property transactions

Chair Holthus recessed the regular meeting at 8:04 p.m.

8 EXECUTIVE SESSION

Chair Holthus opened the executive session at 8:10 p.m. The seven board members were joined by Dr. Mooney, Assistant Superintendent Jake Bacon, Director of Business Services Katie Saul, Ms. Cortaberria, and district legal counsel Steven Corey.

8.1 ORS 192.660(2)(e)

Chair Holthus closed the executive session at 8:25 p.m.

Chair Holthus reconvened the regular meeting at 8:25 p.m.

9 ADJOURN

A motion was made by Mr. Gardner and seconded by Ms. Gomez to adjourn the meeting. The motion passed 7-0.

Chair Holthus adjourned the special meeting at 8:26 p.m.

Date

Chairman

Superintendent/Clerk

Secretary

DRAFT

GENERAL FUND REVENUE DATA ENTRY REPORT

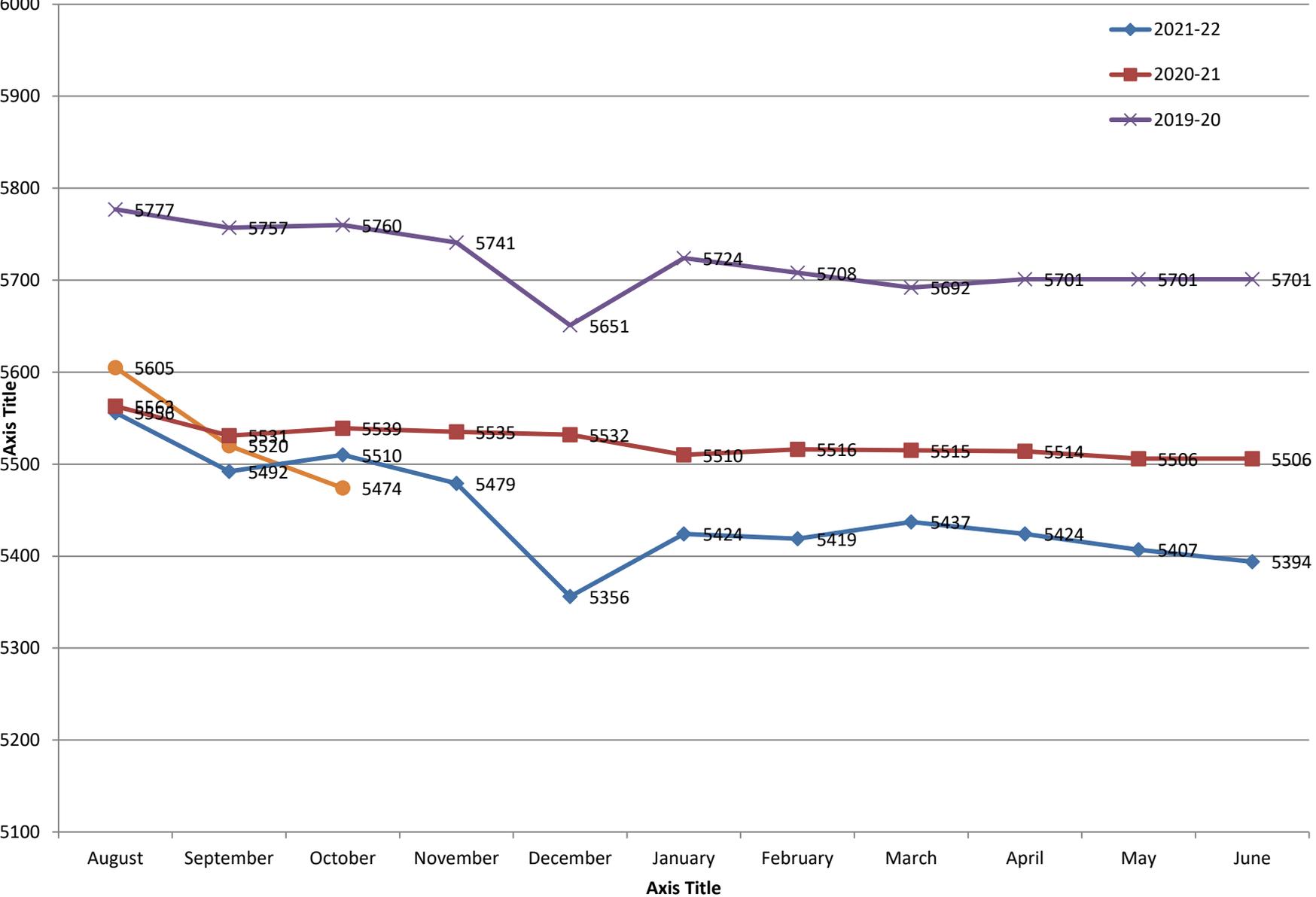
MONTH	TAXES	INTST/FEES	INTER	STATE SSF	STATE OTH	FEDERAL	OTHER	TOTAL PROJ.	TOTAL ACT.	VARIANCE	
JUL PRO	\$ -	\$ 40,963	\$ -	\$ 8,695,982	\$ -	\$ -	\$ -	\$ 8,736,945		\$ 1,788	0.02%
JUL ACT	\$ -	\$ 42,751	\$ -	\$ 8,695,982	\$ -	\$ -	\$ -	\$ -	\$ 8,738,733	\$ 1,788	YTD
AUG PRO	\$ 52,711	\$ 81,691	\$ 298,902	\$ 4,346,947	\$ 22,393	\$ -	\$ -	\$ 4,802,644		\$ (102,068)	-2.13%
AUG ACT	\$ -	\$ 65,318	\$ 289,876	\$ 4,345,382	\$ -	\$ -	\$ -	\$ -	\$ 4,700,576	\$ (100,281)	YTD
SEP PRO	\$ 31,787	\$ 62,226	\$ 97,134	\$ 4,346,947	\$ -	\$ -	\$ -	\$ 4,538,094		\$ 132,932	2.93%
SEP ACT	\$ 37,876	\$ 185,953	\$ 101,815	\$ 4,345,382	\$ -	\$ -	\$ -	\$ -	\$ 4,671,026	\$ 32,651	YTD
OCT PRO	\$ 101,676	\$ 55,833	\$ 97,134	\$ 4,346,947	\$ -	\$ -	\$ -	\$ 4,601,590			0.00%
OCT ACT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		YTD
NOV PRO	\$ 9,059,480	\$ 53,706	\$ 104,634	\$ 4,346,947	\$ -	\$ -	\$ -	\$ 13,564,767			0.00%
NOV ACT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		YTD
DEC PRO	\$ 432,950	\$ 49,615	\$ 1,569,503	\$ 4,346,947	\$ -	\$ -	\$ -	\$ 6,399,015			0.00%
DEC ACT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		YTD
JAN PRO	\$ 121,289	\$ 53,121	\$ 283,984	\$ 4,346,947	\$ 350,339	\$ 12,000	\$ -	\$ 5,167,680			0.00%
JAN ACT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		YTD
FEB PRO	\$ 219,003	\$ 58,049	\$ 104,634	\$ 4,346,947	\$ -	\$ -	\$ -	\$ 4,728,633			0.00%
FEB ACT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		YTD
MAR PRO	\$ 91,014	\$ 42,029	\$ 97,134	\$ 4,346,947	\$ -	\$ -	\$ -	\$ 4,577,124			0.00%
MAR ACT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		YTD
APR PRO	\$ 48,493	\$ 48,744	\$ 97,134	\$ 4,296,947	\$ -	\$ -	\$ -	\$ 4,491,318			0.00%
APR ACT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		YTD
MAY PRO	\$ 189,009	\$ 51,802	\$ 171,755	\$ 4,296,947	\$ 50,000	\$ -	\$ -	\$ 4,759,513			0.00%
MAY ACT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		YTD
JUN PRO	\$ 176,243	\$ 72,221	\$ -	\$ -	\$ 350,339	\$ -	\$ -	\$ 598,803			0.00%
JUN ACT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		YTD
Projected	\$ 10,523,655	\$ 670,000	\$ 2,921,947	\$ 52,065,456	\$ 773,071	\$ 12,000	\$ -	\$ 66,966,130			
Budget Book	\$ 10,523,655	\$ 670,000	\$ 2,843,690	\$ 52,061,121	\$ 640,802	\$ 12,000	\$ 1,505,000	\$ 68,256,268			
Variance	\$ -	\$ -	\$ 78,257	\$ 4,335	\$ 132,269	\$ -	\$ (1,505,000)	\$ (1,290,138)			
TOT ACT	\$ 37,876	\$ 294,021	\$ 391,692	\$ 17,386,746	\$ -	\$ -	\$ -	\$ 18,110,335	FORECAST ACT	\$	66,998,781
% collected	0.36%	43.88%	13.41%	33.39%	0.00%	0.00%	#DIV/0!	27.04%			
NOTE:	April & May SSF payments reduced \$50,000 each to account for estimated Spring Correction for 2021-22 reconciliation.										
LEGEND	Above or within 2.00% of projection					Between 2.01% & 5.00% below			Below 5.01% of projection		

GENERAL FUND EXPENDITURE DATA ENTRY REPORT							
MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL	VARIANCE	
JULY PROJECTED	923,245		\$ 1,227,391		\$ 2,150,636 MONTHLY	\$ (59,547)	-2.77%
JULY ACTUAL		\$ 915,736		\$ 1,175,353	\$ 2,091,089 YTD	\$ (59,547)	-2.77%
AUGUST PROJECTED	1,208,989		\$ 906,126		\$ 2,115,115 MONTHLY	\$ 118,848	5.62%
AUGUST ACTUAL		\$ 1,038,340		\$ 1,195,623	\$ 2,233,963 YTD	\$ 59,301	1.39%
SEPTEMBER PROJECTED	4,837,941		\$ 886,086		\$ 5,724,027 MONTHLY	\$ (569,283)	-9.95%
SEPTEMBER ACTUAL		\$ 4,560,424		\$ 594,320	\$ 5,154,744 YTD	\$ (509,982)	-5.11%
OCTOBER PROJECTED	4,983,921		\$ 849,364		\$ 5,833,285 MONTHLY	\$ (5,833,285)	-100.00%
OCTOBER ACTUAL		\$ -		\$ -	\$ - YTD	\$ (6,343,267)	-40.09%
NOVEMBER PROJECTED	5,067,051		\$ 772,071		\$ 5,839,122 MONTHLY	\$ (5,839,122)	-100.00%
NOVEMBER ACTUAL		\$ -		\$ -	\$ - YTD	\$ (12,182,389)	-56.24%
DECEMBER PROJECTED	4,933,879		\$ 848,822		\$ 5,782,701 MONTHLY	\$ (5,782,701)	-100.00%
DECEMBER ACTUAL		\$ -		\$ -	\$ - YTD	\$ (17,965,090)	-65.46%
JANUARY PROJECTED	4,878,402		\$ 878,009		\$ 5,756,411 MONTHLY	\$ (5,756,411)	-100.00%
JANUARY ACTUAL		\$ -		\$ -	\$ - YTD	\$ (23,721,501)	-71.45%
FEBRUARY PROJECTED	5,088,343		\$ 870,369		\$ 5,958,712 MONTHLY	\$ (5,958,712)	-100.00%
FEBRUARY ACTUAL		\$ -		\$ -	\$ - YTD	\$ (29,680,213)	-75.79%
MARCH PROJECTED	5,006,875		\$ 972,785		\$ 5,979,660 MONTHLY	\$ (5,979,660)	-100.00%
MARCH ACTUAL		\$ -		\$ -	\$ - YTD	\$ (35,659,873)	-79.00%
APRIL PROJECTED	4,974,601		\$ 879,998		\$ 5,854,599 MONTHLY	\$ (5,854,599)	-100.00%
APRIL ACTUAL		\$ -		\$ -	\$ - YTD	\$ (41,514,472)	-81.41%
MAY PROJECTED	8,410,882		\$ 1,662,050		\$ 10,072,932 MONTHLY	\$ (10,072,932)	-100.00%
MAY ACTUAL	-	\$ -		\$ -	\$ - YTD	\$ (51,587,404)	-84.48%
JUNE PROJECTED	8,948,001		\$ 2,078,686		\$ 11,026,687 MONTHLY	\$ (11,026,687)	-100.00%
JUNE ACTUAL		\$ -		\$ -	\$ - YTD	\$ (62,614,091)	-86.85%
PROJECTED	\$ 59,262,130		\$ 12,831,757		\$ 72,093,887	(proj. difference in budgeted expenditures)	
BUDGET BOOK	\$ 60,636,380		\$ 12,961,371		\$ 73,597,751		
VARIANCE	\$ 1,374,250		\$ 129,614		\$ 1,503,864		
TOTAL ACTUAL		\$ 6,514,501		\$ 2,965,296	\$ 9,479,796	FORECAST ACT	\$ 71,583,905
% spent to date		10.99%		23.11%	13.15%		
Note:							
LEGEND MONTHLY	Below or within 2.00%	Between 2.01% & 5.00% above			Above 5.01% of projection		
LEGEND YTD	Below or within 2.00%	Between 2.01% & 5.00% above			Above 5.01% of projection		

GENERAL FUND MONTHLY ENDING FUND BALANCE REPORT

DATE	Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
1-Jul-22 PROJECTED			\$ 14,000,000			
ACTUAL			\$ 14,100,000			
31-Jul-22 PROJECTED	\$ 8,736,945	\$ 2,150,636	\$ 20,586,309			
ACTUAL	\$ 8,738,733	\$ 2,091,089	\$ 20,747,644	\$ 161,335	0.78%	11.16%
31-Aug-22 PROJECTED	\$ 4,802,644	\$ 2,115,115	\$ 23,273,838			
ACTUAL	\$ 4,700,576	\$ 2,233,963	\$ 23,214,257	\$ (59,582)	-0.26%	10.90%
30-Sep-22 PROJECTED	\$ 4,538,094	\$ 5,724,027	\$ 22,087,906			
ACTUAL	\$ 4,671,026	\$ 5,154,744	\$ 22,730,538	\$ 642,633	2.91%	11.75%
31-Oct-22 PROJECTED	\$ 4,601,590	\$ 5,833,285	\$ 20,856,211			
ACTUAL	\$ -	\$ -	\$ 22,730,538		0.00%	
30-Nov-22 PROJECTED	\$ 13,564,767	\$ 5,839,122	\$ 28,581,856			
ACTUAL	\$ -	\$ -	\$ 22,730,538		0.00%	
31-Dec-22 PROJECTED	\$ 6,399,015	\$ 5,782,701	\$ 29,198,171			
ACTUAL	\$ -	\$ -	\$ 22,730,538		0.00%	
31-Jan-23 PROJECTED	\$ 5,167,680	\$ 5,756,411	\$ 28,609,440			
ACTUAL	\$ -	\$ -	\$ 22,730,538		0.00%	
28-Feb-23 PROJECTED	\$ 4,728,633	\$ 5,958,712	\$ 27,379,362			
ACTUAL	\$ -	\$ -	\$ 22,730,538		0.00%	
31-Mar-23 PROJECTED	\$ 4,577,124	\$ 5,979,660	\$ 25,976,826			
ACTUAL	\$ -	\$ -	\$ 22,730,538		0.00%	
30-Apr-23 PROJECTED	\$ 4,491,318	\$ 5,854,599	\$ 24,613,545			
ACTUAL	\$ -	\$ -	\$ 22,730,538		0.00%	
31-May-23 PROJECTED	\$ 4,759,513	\$ 10,072,932	\$ 19,300,127			
ACTUAL	\$ -	\$ -	\$ 22,730,538		0.00%	
30-Jun-23 PROJECTED	\$ 598,803	\$ 11,026,687	\$ 8,872,243			
ACTUAL	\$ -	\$ -	\$ 22,730,538		0.00%	
INITIAL FORECASTED EFB	\$ 66,966,130	\$ 72,093,887	\$ 8,872,243			10.96%
ACTUALS TO DATE	\$ 18,110,335	\$ 9,479,796				
ANTICIPATED ACTUALS*	\$66,998,781	\$71,583,905	\$ 9,514,875			11.75%
Monthly Comp.	Above or within 2.00% of projection	Between 2.01% & 5.00% below projection	Below 5.01% of projection			
	*Calculated using actuals through the current month and projected revenue and expenditures for future months					
NOTE:	Estimated; amount may change, depending on 2021-2022 fiscal year end adjustments					
ENDING FUND BALANCE LEGEND	8.00% to 9.00% and above	Between 7.99% to 7.50%	7.49% and below			17

HSD Enrollment Trends 2018-19 to Present



10/31/2022 HERMISTON SCHOOL DISTRICT 8R - ELEMENTARY ENROLLMENT BY TEACHER												
Desert View	397	Highland Hills	328	Loma Vista	376	Rocky Heights	453	Sunset	427	West Park	445	
Kinder				Carlson, K (Life S)	1	Hinton, Kelsey (Able)	0			Diaz, Savannah (SC)	2	Total
Ramirez, Nichole	18	Adams, Emily	18	Perkins, S (Life S)	1	Godby, Katia	23	Demarest, Emilee	19	Gorham, Mary	19	348
Smith, Debra	20	Schwirse, Dezi	17	Alvarez, Maritsa	14	Jones, Wendy	23	Escobedo, Lupe	19	Kellison, Amber	17	
Spears, Elsy	19	Koenig, Marian	17	Gormley, Caitrin	14	Victorio, Daisy	23	Trotter, Natalie	19	Nokes, Summer	16	
				Padberg, Janna	14					Radillo, Elizabeth	15	
Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Avg,
Total	57		52		44		69		57		69	17.4
1st grade				Carlson, K (Life S)	1	Hinton, Kelsey (Able)	1			Diaz, Savannah (SC)	6	Total
Bennett, Jeannine	25	Liebe, Martha	16	Perkins, S (Life S)	2	Badillo-Juarez, Ana	26	Hantke, Sonia	18	Schaefer, Stacy	20	386
Scott, Victoria	25	Watson, Bailey	16	Milligan, Amber	16	Dunkel, Michelle	24	Meyers, Hayden	17	Wattenburger, Marci	22	
Lillie, Shelly	25	Verwold, Taylor	16	Powell, Annette	16	Zilar, MaLin	25	Mosher, Aimee	17	Zuniga, Mariana	19	
				Spencer, Cheryllyn	17			Torres, Martha	16			
Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Avg,
Total	75		48		52		76		68		67	19.3
2nd grade				Carlson, K (Life S)	2	Hinton, Kelsey (Able)	1			Diaz, Savannah (SC)	2	Total
Lowery, Jennifer	17	Cooley, Samantha	16	Perkins, S (Life S)	2	James, Megan	21	Colbray, Delta	17	Morris, Melissa (SC)	1	383
Rettowski, Tiffany	18	Johnson, Osieauna	16	Davis, Makenzie	19	Phillips, Bobbi	20	Corona, Jenisis	17	Johnston, Dawn	18	
Wells, Sarah	18	Wilson, Madison	16	Meade, Alesia	19	Putnam, Brittane	22	Smith, Monica	16	Neddo, Tess	16	
McCann, Jessica	18			Newton, Jammie	20			Zumaya, Gabriela	17	Searles, Eileen	16	
										Springstead, Amy	18	
Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Avg,
Total	71		48		62		64		67		71	17.4
3rd grade				Carlson, K (Life S)	1	Hinton, Kelsey (Able)	1			Morris, Melissa (SC)	2	Total
Artz, Cristal	16	Cox, Jen	20	Perkins, S (Life S)	1	Basso, Caroline	24	Drobish, Christina	19			427
Dynes, Kelly	19	Juul, Mackenzie	19	Mulkey, Kaitlin	25	Griffin, Kristine	22	Linderman, Jaime	20	Degan, Amanda	25	
Frazier, Kara	16	Ranger, Kelsey	19	Walchli, Courtney	24	Rodriguez, Adriane	22	Maddox, Noelle	18	Morgan, Michelle	24	
				White, Linda	23	Cotterell, Emily	21	Weber, Tricia	19	Purswell, Kim	24	
								Arenas, Patti (NC)	3			
Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Avg,
Total	51		58		74		90		79		75	22.5
4th grade				Carlson, K (Life S)	2	Eckblad (Team)	3			Morris, Melissa (SC)	3	Total
Nicodemus, Connie	24	Cooke, Angie	21	Perkins, S (Life S)	2	Hinton, Kelsey (Able)	1	Richardson, Kelby	24			451
Wellsandt, Darci	22	Plum, Deanna	21	Gilstrap, Lily	25	Thompson, Hannah	18	Rouska, Aaron	24	Denton, Heather	21	
Winn, Courtney	25	Sieble, Carolina	21	Hamilton, Natalie	27	Lindeman, Alissa	18	Srofe, Bailey	23	Dopps, Kathy	21	
				Stuart, Eleanor	25	Contreras, Sarah	18			Hardin, Deniel	21	
						Roldan, Jazmin	19	Arenas, Patti (NC)	1	Peterson, Allison	21	
Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!		Avg,
Total	71		63		81		77		72		87	23.7
5th grade				Carlson, K (Life S)	2	Eckblad (Team)	3			Morris, Melissa (SC)	3	Total
Kramer, Hailey	24	Cook, Justine	19	Perkins, S (Life S)	1	Best, Sara	25	Brown, Jessica	24			431
Lomas, Sara	25	Greenough, Kelly	20	Culligan, Tracy	20	Linn, Josh	25	Finn, Jessica	26	Childs, Michelle	24	
McCormack, Janey	23	Hamann, Bonnie	20	Rodriguez, Amanda	20	Madrigal, Jimmy	24	Johnson, Natasha	27	Nyzc, David	24	
				Roberts, Cailyn	20					Smith, Brittany	25	
								Arenas, Patti (NC)	7			
Hermiston Online!		Hermiston Online!		Hermiston Online!		Hermiston Online!	0	Hermiston Online!		Hermiston Online!		Avg,
Total	72		59		63		77		84		76	23.9



Special Programs

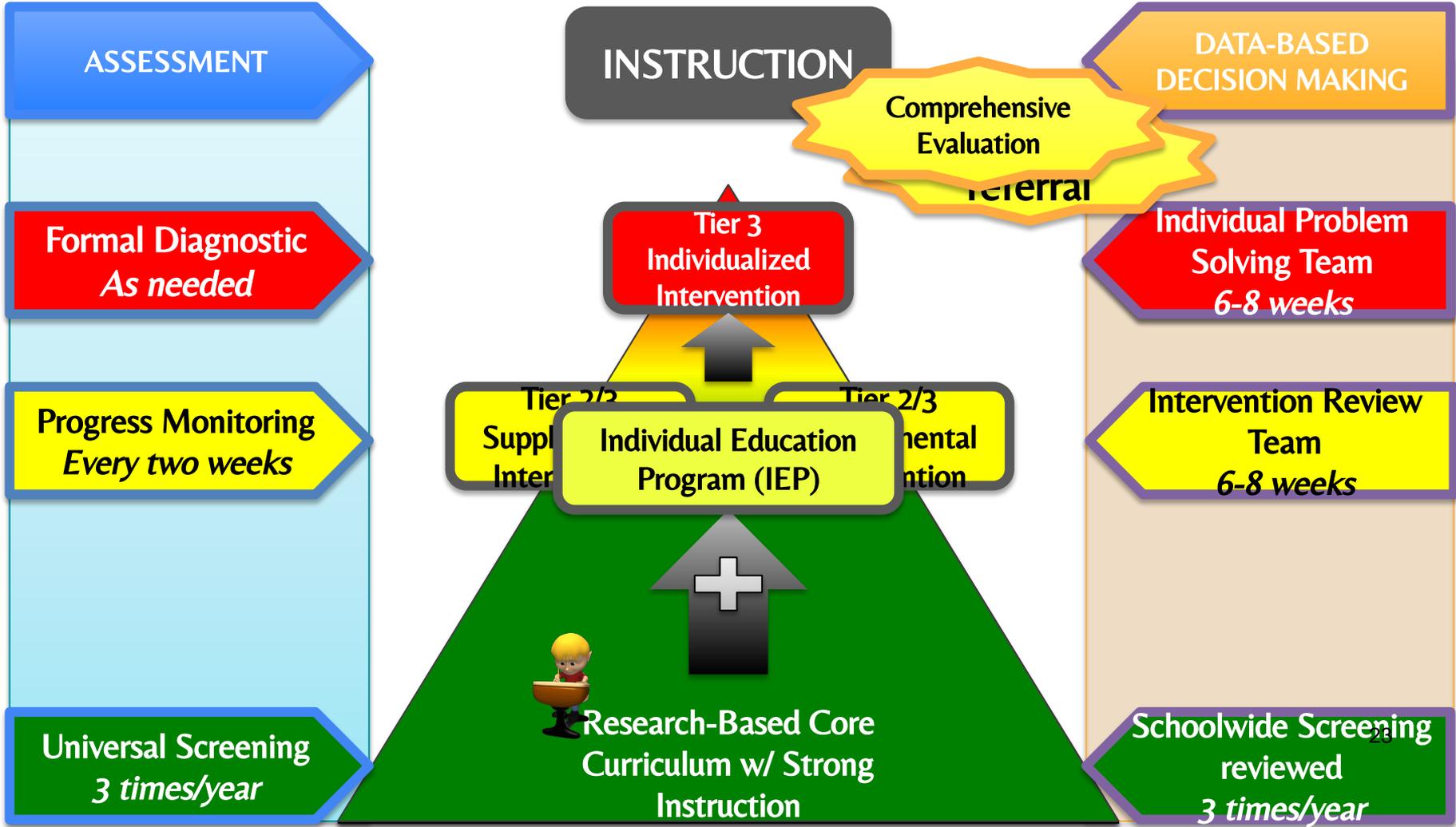
Neely McKay, Director of Special Programs





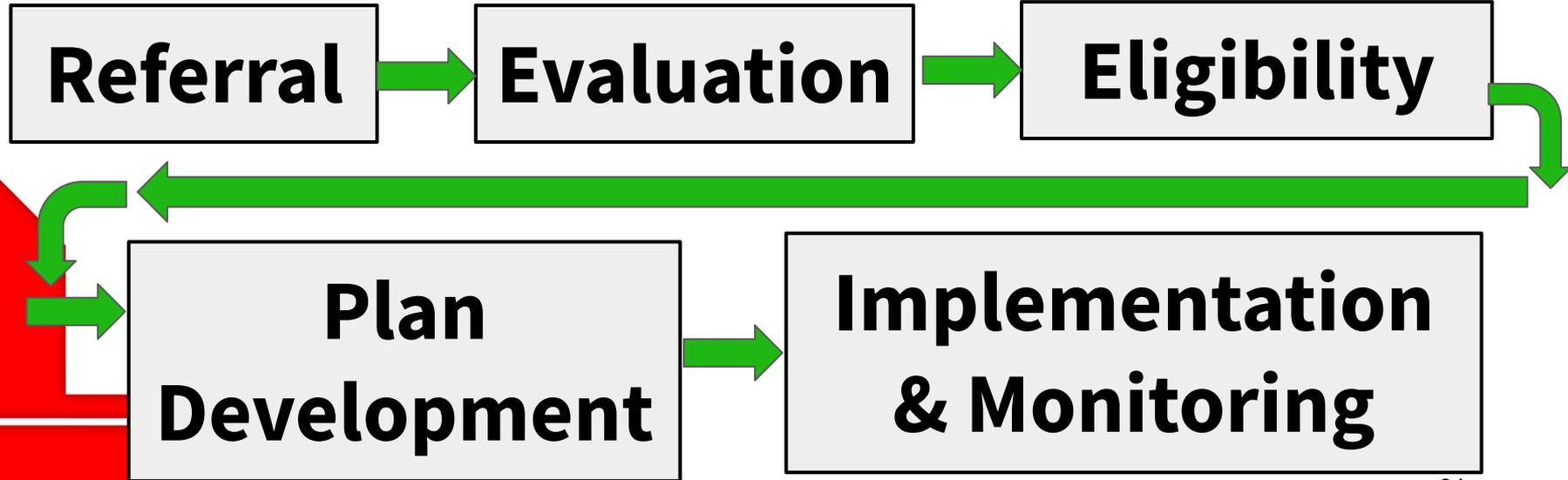
Special Education or Section 504 Plan Referrals





The Referral Process

Parent Request OR School Team Referral for Evaluation



Special Education or Section 504 Plan?

Individual Education Plan

- A student has one or more of the [12 disabilities](#) listed in IDEA.
- The disability must affect the student's educational performance and/or ability to learn and benefit from the general education curriculum.
- **The student must need specialized instruction to make progress in school.**

**Specially Designed Instruction +
Accommodations**

Section 504 Plan

- A child has *any* disability. The disability must substantially limit one or more basic life activities.
- The disability must interfere with the child's ability to learn in a general education classroom.
- The student needs accommodations to support their participation in

Accommodations



Special Education Eligibility Areas

1. Intellectual Disability
2. Hearing Impairment
3. Vision Impairment
4. Deafblindness
5. Speech & Language Impairment
6. Emotional Behavior Disability
7. Orthopedic Impairment
8. Traumatic Brain Injury
- 9. Other Health Impairment**
10. Autism Spectrum Disorder
- 11. Specific Learning Disability**
12. Developmental Delay (3-9yrs)





Who is on the IEP/504 Plan Team

- Parent/Guardian
- Student
- SpEd IEP Facilitator
- Special Education Teacher
- General Education Teachers
- School District Representative
- School Psychologist or Eval. Specialist
- Translator/Interpreter
- Other District or Regional Support Staff
- Parent Advocate



Components of an IEP

Present Levels of Achievement and Functional Performance

Measurable Annual Goals & Progress Reporting

Supplementary Aids and Related Services (direct, related, consultation)

Individual Accommodations and Modifications

Extended School Year Determination

Transition Planning & Diploma Track

Placement (% of time away from non-disabled peers)



Components of a 504 Plan

Present Levels of Achievement and Functional Performance

Supplementary Aids and Related Services (direct, related, consultation)

Individual Accommodations and Modifications





Types of Special Education Support

Partial Day Programming

- Co-teaching
- Pull Out
 - Small Group Instruction
 - Individual Instruction
- Push In
- Consultation

Full Day Programs

- Structured Learning (6th-12th)
- Life Skills (K-12)
- Behavior Support Programs (K-8)
- Social Communication Program (K-5)
- Next Steps (18-21 yr olds)



Full Day Programs

Life Skills, Struct. Learning & Next Steps	Social Communication Program	Behavior Program (CREW, ABLE & TEAM)
<p>Focus: Supporting students with significant <u>learning and behavior</u> skill gaps.</p> <p>Structured Learning begins in middle school to help support students who may have significant academic/behavior skill gaps but have other areas of strength such as adaptive and functional skills.</p>	<p>Focus: Supporting students with significant <u>communication</u> skill gaps.</p> <p>Goal: support student development of communication skills so that they can eventually rejoin peers in general education setting.</p>	<p>Focus: Supporting students with significant <u>social emotional / behavior</u> skill gaps.</p> <p>Goal: support student development of social emotional/behavior skills so that they can rejoin peers in general education setting.</p>

IEP/504 Plan Implementation

Annual Meetings or by Parent/Staff Request

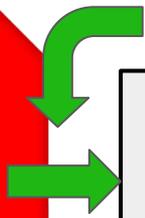
Implementation & Monitoring



Annual Meeting



Plan Development



Implementation & Monitoring



Eligibility

**Re-established every 3 years
for both Special Education and
Section 504 Plan services**

**Could happen through additional assessments or could be done
through a student file review.**





**HERMISTON
SCHOOL DISTRICT**

SEP OCT NOV DEC JAN

MAY JUN JUL AUG

QUESTIONS?



**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

PUBLIC COMMENT GUIDELINES

Welcome. This is the time we reserve in our meeting for public comment. Anyone wishing to address the board should stand and be recognized, then move forward to the microphone at the center table. Prior to making your comments, please state your first and last name, home address, and school or topic. Please limit your comments to a maximum of three (3) minutes and address them to me.

According to Board policy KL, any complaint regarding a specific employee of the Hermiston School District must be routed through the superintendent's office.

The Hermiston School District Board of Education also accepts public comment in writing to communications@hermistonSD.org prior to this meeting. Members of the community wishing to provide written comments submitted those statements to the district by 12:00 pm today.

Persons wishing to virtually address the board submitted their name electronically by 6:30 pm, prior to the Board meeting being called to order, using the Google Form accessible through the district website.

Is there anyone here tonight who would like to address the board?

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

ASSISTANT SUPERINTENDENT'S RECOMMENDATION

11.1 CONSENT: Human Resources Department

11.1.1 TOPIC: Personnel Appointment

It is recommended.

RECOMMENDATION:

. that the Board of Education approves the appointment of the following employees:

Steve Anderson	Language Arts Teacher	Hermiston High School
Kent Barnes	Science Teacher	Sandstone Middle School
Rosanna Dias	Attendance Secretary	West Park Elementary
Kelsey Farley	Grade 1 Teacher	Desert View Elementary
Loretta Fitterer	English Language Newcomers Teacher	Armand Larive Middle
Samantha French	Teacher on Special Assignment Dean of Students	Highland Hills Elementary
Jonathan Ramirez	Human Development/Health Teacher	Hermiston High School
Edgar Reyes Anaya	Custodian	Maintenance Department
Mary Robinson	Special Education Teacher	Hermiston High School
Javier Velasco Saucedo	Grounds	Maintenance Department
Courtney Sherer	Special Education Assistant	West Park Elementary

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

ASSISTANT SUPERINTENDENT'S RECOMMENDATION

11.1 CONSENT: Human Resources Department

11.1.2 TOPIC: Personnel Resignation

It is recommended.

RECOMMENDATION:

. that the Board of Education approves the resignation of the following employees:

Steve Anderson	Language Arts Teacher	Hermiston High School
Kent Barnes	Science Teacher	Sandstone Middle School
Kari Crowther	Special Education Assistant	Loma Vista Elementary
Loretta Fitterer	English Language Newcomers Teacher	Armand Larive Middle
Daisy Garcia	English Language Learner Assistant	Hermiston High School
Mary Robinson	Special Education Teacher	Hermiston High School
Victoria Scott	Grade 1 Teacher	Desert View Elementary
Katie Teegarden	Speech Language Pathology Assistant	District Office
Kira Tomlinson	District Nurse	District Office

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

ASSISTANT SUPERINTENDENT'S RECOMMENDATION

11.1 CONSENT: Human Resources Department

11.1.3 TOPIC: Extra Responsibility & Extra Duty Contracts

It is recommended.

RECOMMENDATION:

. that the Board of Education approves the following extra responsibility and extra duty contracts:

Daniel Allen	MS Drama	Sandstone Middle
Ryne Andreason	Baseball Coach	Sandstone Middle
Dylan Caldwell	Baseball Coach	Armand Larive Middle
Andrea Cerrillo	Girls Basketball Coach	Sandstone Middle
Andrea Cerrillo	Softball Coach	Armand Larive Middle
Steven Davis	Boys Basketball Coach	Sandstone Middle
Pamela Dowdy	Boys Basketball Coach	Sandstone Middle
Kristin Dunten	Softball Coach	Sandstone Middle
Kimberly Gonzalez	Hispanic Family Engagement	Hermiston High School+
Bonnie Hamann	English Language Arts Committee	Highland Hills Elementary
Janeth Macias	Hispanic Family Engagement	Hermiston High School+
Kathleen Mayberry	Academic and Athletic Advisor-Winter	Hermiston High School*
Kathleen Mayberry	Academic and Athletic Advisor-Spring	Hermiston High School*
Omar Medina	Hispanic Family Engagement	Hermiston High School+
Ashley Metcalf	Softball Coach	Armand Larive Middle
Rochelle Meyers	Assistant Girls Wrestling Coach	Hermiston High School
Jason Sivey	Boys Basketball Coach	Armand Larive Middle
Kirby Warner	Baseball Coach	Armand Larive Middle
Courtnee West	Enrichment Coach	West Park Elementary**
Tranden Whitsett	Baseball Coach	Sandstone Middle
Tranden Whitsett	Boys Basketball Coach	Sandstone Middle
Morgan Wilson	Enrichment Coach	Desert View Elementary**

*Building Budget Funded

**Student Investment Account Funded

+High School Success Act Funded

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

SUPERINTENDENT'S RECOMMENDATION

11.2 CONSENT ITEMS: Business Office

11.2.1 TOPIC: Supplemental Budget

It is recommended.

RECOMMENDATION:

. that the Board of Education adopts the supplemental budget as presented per Resolution #22-23-03.

Draft Motion: "I move that the Board of Education adopts the supplemental budget as presented per Resolution #22-23-03.

Motion for approval: Made by _____ Seconded by _____

Motion for rejection: Made by _____ Seconded by _____

Motion for further consideration: Made by _____ Seconded by _____

bc

HERMISTON SCHOOL DISTRICT #8R

Resolution # 22-23-03

WHEREAS, Hermiston School District #8R finds the need to amend the budgeted appropriations as follows for the Title IV-A grant, and

WHEREAS, Oregon Revised Statutes 294.471 and 294.473 allow the District to amend budget appropriations resulting in a change of more than 10 percent via resolution only after holding a properly noticed public hearing, and

WHEREAS, the District published the required notification on its website and in the local newspaper and offered the opportunity for public input at a public hearing,

THEREFORE, BE IT RESOLVED that the Board of Education of Hermiston School District #8R hereby approves the following changes in appropriations and expenditures for the fiscal year 2022-2023 Budget.

Supplemental Budget:

REVENUES

Fund	Category	Category Description	Prior Budgeted	Change Amount	New Budget
281	R4500	Restricted Federal Revenue	\$6,000	\$3,600	\$9,600

EXPENDITURES

Fund	Category	Category Description	Prior Budgeted	Change Amount	New Budget
281	1000	Instruction	\$1,000	-\$1,000	\$ 0.00
281	200	Support Services	\$5,000	\$4,600	\$9,600

Considered and adopted at the meeting of the Board of Education of the Hermiston School District #8R, on the 14th day of November 2022.

Board Chairman
Hermiston School District #8R

Secretary to the School Board
Hermiston School District #8R

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

DIRECTOR OF BUSINESS SERVICES' RECOMMENDATION

11.2 CONSENT ITEMS: Business Office

11.2.2 TOPIC: Budget Appropriation

It is recommended.

RECOMMENDATION:

. that the Board of Education approves Resolution 22-23-04.

HERMISTON SCHOOL DISTRICT #8R

Resolution # 22-23-04

WHEREAS, Hermiston School District #8R finds the need to amend the budgeted appropriations as follows for planned expenditures related to reserve and specific purpose grant funds, and

WHEREAS, Oregon Revised Statute allows the District to authorize such transfers of appropriation via resolution, and expend funds after enactment of an appropriations resolution,

THEREFORE, BE IT RESOLVED that the Board of Education of Hermiston School District #8R hereby approves the following changes in appropriations and expenditures for the fiscal year 2021-2022 Budget.

Fund	Category	Prior Budgeted	Change Amount	New Budget
216	2000	\$38,994	(\$24,000.00)	\$14,994
216	3000	\$32,290	\$31,000.00	\$63,290
217	3000	\$96,869	(\$7,000.00)	\$89,869
234	R3299	\$1,492,798	\$30,874.00	\$1,523,672
234	2000	\$405,751	\$30,874.00	\$436,625
249	2000	\$375,000	\$300,000.00	\$675,000
249	4000	\$2,128,000	(\$300,000.00)	\$1,828,000
280	R4500	\$106,973	\$7,000.00	\$113,973
280	1000	\$5,000	\$7,000.00	\$12,000

Considered and adopted at the meeting of the Board of Education of the Hermiston School District #8R, on the 14th day of November, 2022.

Board Chairman
Hermiston School District #8R

Secretary to the School Board
Hermiston School District #8R

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

DIRECTOR OF BUSINESS SERVICES' RECOMMENDATION

11.2 CONSENT ITEMS: Business Office

11.2.3 TOPIC: Grant Fund Establishment

It is recommended.

RECOMMENDATION:

. that the Board of Education approves Resolution 22-23-05, as attached, authorizing the administration to establish Grant Fund 258.

bc

**HERMISTON SCHOOL DISTRICT #8R
RESOLUTION # 22-23-05**

2022-2023 Grant Fund 258

WHEREAS, Oregon Revised Statute allows special revenue funds to be established by the Board of Directors to appropriate and expend such funds for specific purposes; and

WHEREAS, Hermiston School District #8R wishes to create such a fund to be used to support efforts required to account for operations of a grant received from ODE within the district; and

WHEREAS, the funds for the Education Staff Retention and Recruitment Grant would be received from district claim process; and

WHEREAS, once the Fund is established, operation could begin immediately and continue through fiscal year 2022-2023; now

THEREFORE, BE IT RESOLVED by the Board of Education of Hermiston School District #8R, Umatilla County, Oregon, to authorize the administration to establish the fund immediately for the purposes stated above.

2022-2023 Supplemental Budget:

Revenue:	258	R3299	\$ 751,582
Appropriations:		2000	\$ 751,582

Considered and enacted at the meeting of the Board of Directors of the Hermiston School District #8R, on the 14th day of November 2022.

**Board Chairman
Hermiston School District #8R**

**Secretary to the School Board
Hermiston School District #8R**

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

SUPERINTENDENT’S RECOMMENDATION

11.3 **CONSENT ITEMS:** Superintendent’s Office

11.3.1 **TOPIC:** Policy Review – Second Reading

It is recommended.

RECOMMENDATION:

. that the Board of Education adopt the list of policies under review, as included:

BBBA	Board Member Qualifications
CB	Superintendent
CBC	Superintendent’s Contract
CPA	Layoff/Recall – Administrative Personnel
DBEA	Budget Committee
EFA	Local Wellness Program
EH	Electronic Data Management
GCAA	Standards for Competent and Ethical Performance of Oregon Educators
GCBDB/GDBDB	Early Return to Work
GDA	Instructional Assistants
IGAC	Religion and Schools
IGAI	Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**
IGBAF	Special Education – Individualized Education Program (IEP)
IGBB	Talented and Gifted (TAG) Program and Services
IGBBA	Identification - Talented and Gifted**
IGBBC	Talented and Gifted – Programs and Services**
IGBHE	Expanded Options Program**
IGDJ	Interscholastic Activities**
IK	Academic Achievement
IKF	Graduation Requirements**
IMB	District Improvement Program
JEA	Compulsory Attendance**
JGAB	Use of Restraint or Seclusion**
JHC	Student Health Services and Requirements
KBA	Public Records Request**
KL	Public Complaints

Hermiston School District 8R

Code: BBBA
Adopted:

Board Member Qualifications

A person is eligible to serve as a Board member if the person is a qualified elector¹ of the district and has been a resident within the district for one year immediately preceding the election or appointment. If the district and the position sought is one elected or nominated by zone, the person must also reside in the zone from which the person is nominated except as authorized by law.

A person who is an employee of the district is not eligible to serve as a Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

[ORS 247.002](#)
[ORS 247.035](#)
[ORS 249.013](#)

[ORS 332.016](#)
[ORS 332.018](#)
[ORS 332.030](#)

[ORS 332.124](#)
[ORS 332.126](#)

OREGON CONSTITUTION, ARTICLE II, Section 2.

¹ “Elector” means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).

Hermiston School District 8R

Code: CB
Adopted: 1/04/05
Revised/Readopted: 7/10/17
Orig. Code: CB

Superintendent

The superintendent¹ is designated as the district’s chief executive officer. Under the Board’s direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management.

The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts³.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 332.515](#)

[OAR 581-022-2405](#)
[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)

¹ The term “superintendent” includes an interim superintendent.

² “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education service districts.

Hermiston School District 8R

Code: CBC
Adopted: 1/08/08
Revised/Readopted: 7/10/17
Orig. Code: CBC

Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. The Board may not issue a contract that includes terms which direct the superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the district³, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent in performing their duties. The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

For a period of one year after termination of the contract the superintendent may not:

1. Purchase property or surplus property owned by the district or school; or
2. Use property owned by the district or school in a manner other than the manner permitted for the general public.

END OF POLICY

Legal Reference(s):

[ORS 332.432](#)
[ORS 332.505](#)

[ORS 342.549](#)
[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education services districts.

Senate Bill 1521 (2022)

Hermiston School District 8R

Code: CPA
Adopted: 7/10/17

Layoff/Recall - Administrative Personnel

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

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

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence.

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

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

The district will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 342.934](#)

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

Hermiston School District 8R

Code: DBEA
Adopted: 11/12/13
Revised/Readopted: 7/10/17
Orig. Code: DBEA

Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial programs of the district, reviewing the proposed district budget as presented by the superintendent, and recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

Educational policy decisions are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the make-up and process of establishing the district's budget committee:

1. The budget committee consists of seven members appointed by the Board plus the elected Board members of the district. To be eligible for appointment, the appointive member must:
 - a. Live and be registered to vote in the district;
 - b. Not be an officer, agent or employee of the district.
2. At least one member of the budget committee must be a member of the district's educational equity advisory committee;
3. No budget committee member may receive any type of compensation from the district;
4. At its first meeting in December, the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of December. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;
5. At the first regular Board meeting in January, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At the first regular meeting in January, the Board will appoint persons to fill the vacant positions;
6. The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year;

7. If any appointive member is unable to complete the term for which **the member** was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

Budget Committee Responsibilities

The following items explain the budget committee responsibilities:

1. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee;
2. A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action;
3. The budget committee shall hold one or more meetings to receive the budget message, receive 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;
4. The budget committee may request any information used in the preparation of or for revising the budget document **from the superintendent or business manager**. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee;
5. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)
[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)
[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

Hermiston School District 8R

Code: EFA
Adopted: 7/10/17

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy.

1. Implementation will consist of, but not be limited to, the following: Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and
5. Establishing specific goals for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

The Board designates the superintendent and principals as the people who will be responsible for ensuring each school meets the goals outlined and complies with this policy.

Record Keeping

The district will retain the following records to document compliance with the local wellness policy requirements at the district's administrative offices:

1. The written local wellness policy;
2. Documentation to demonstrate the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. Documentation of the district's most recent assessment on the implementation of the local wellness policy;
6. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy. The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model local school wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy)^{1}

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate

¹ {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#).}

information about opportunities in community news, on the district’s website, on school websites, and/or in district or school communications. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Students and staff will receive consistent nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student’s school years as part of the district’s age-appropriate, comprehensive nutrition program (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating), and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;
6. Families and community organizations are involved, to the extent practicable, in nutrition education;

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

3. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP) and the Summer Food Service Program (SFSP).

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed Smart Snacks Standards². These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

² Oregon Department of Education, [Oregon Smart Snacks Standards](#)

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
2. Staff encourages and provides support for parental involvement in their children's physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
6. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
7. At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Safe Routes to Schools Program;
2. Nonfood-related fund raisers;

3. Physical activity energizers during transitions from one subject to another;
4. Intramural sports;
5. Use of alternates to food as rewards in the classroom;
6. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);

DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing”³ is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”⁴ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

Legal Reference(s):

[ORS 327.531](#)
[ORS 327.537](#)
[ORS 329.496](#)
[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)
[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

³ This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

⁴ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).

Hermiston School District 8R

Code: EH
Adopted: 12/01/09
Revised/Readopted: 7/10/17
Orig. Code: EH

Electronic Data Management

The superintendent will provide for the preparation, maintenance and retention of records and reports as are required by law.

If a record is a public record then it may be subject to retention requirements based on the content of the message. Records shall not be destroyed if they have been requested under the Public Records Law or if they are part of litigation, even if their retention period has expired.

Employees will retain and destroy records in accordance with the Oregon Archives Division records retention schedule. Employees should consult the retention schedule to determine the retention period of the record.

The district's retention system is to retain records that are part of the network and email system.

The district will comply with all state and federal laws and regulations concerning the custody and maintenance of public records.

Employees will be made aware of the expectations outlined in this policy and its administrative regulation through appropriate training and/or review as determined by the superintendent or designee.

“Retention schedule” means a general schedule published by the State Archivist in Oregon Administrative Rule (OAR) Chapter 166 in which certain common public records are described or listed by title and a minimum retention period is established for each.

END OF POLICY

Legal Reference(s):

[ORS 192.001 - 192.431](#)
[ORS 192.650](#)
[ORS 326.565 – 326.580](#)
[ORS 336.184 – 336.187](#)

[OAR 166-400-0010 - 166-400-0065](#)
[OAR 581-015-2300](#)
[OAR 581-022-2260](#)
[OAR 581-022-2305](#)

[OAR 581-023-0006](#)
[OAR 581-053-0070](#)

Hermiston School District 8R

Code:
Adopted:

GCAA

Standards for Competent and Ethical Performance of Oregon Educators

Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC under Oregon law or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS.
3. The TSPC determines whether an educator’s performance is ethical or competent in light of all the facts and circumstances surrounding the educator’s performance as a whole.
4. The TSPC will promptly investigate complaints:
 - a. The TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
 - b. The executive secretary shall regularly inform the TSPC of the status of any complaints on which the TSPC has deferred action.

Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. “Administrator”: any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. “Competent”: discharging required duties as set forth in these rules;
3. “Educator”: any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. “Ethical”: conforming to the professional standards of conduct set forth in these rules;
5. “Sexual conduct”: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:

- a. Sexual advances or requests for sexual favors directed toward the student; or
- b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- a. Touching or other physical contact:
 - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
 - (2) For which there is no sexual intent.
- b. Verbal, written or electronic communications that are provided as party of an education program that meets the state educational standards or a policy approved by the Board
- c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
 - (1) Arise out of a consensual relationship between students;
 - (2) Do not create an intimidating or hostile educational environment; and
 - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

6. “Sexual harassment”: any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

7. “Teacher”: any person who holds a teacher’s license as provided in ORS 342.125.

8. “Student”: means any person who is:

- a. In any grade from kindergarten through grade 12; or
- b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
- c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The Competent Educator

The teacher or administrator demonstrates a commitment to:

- 1. Recognize the worth and dignity of all persons and respect for each individual;
- 2. Encourage scholarship;

3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent educator by complying with federal, state and local law, rules and district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess the academic progress of individual students;

2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skill in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district’s student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Management Skills

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school business and financial procedures; and
5. Using district rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff assignment.

Human Relations and Communications

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can

communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;
2. Skill in communicating district and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
 - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;

3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and
4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

Legal Reference(s):

[OAR 584-020-0000 - 0035](#)

Hermiston School District 8R

Code: GCBDB/GDBDB
Adopted:

Early Return to Work

Efforts will be made, on a case-by-case basis, to reinstate ill or injured employees to work. The reinstatement will be within the requirements of the injury, the limitations of the law and the limitations of the district.

This policy applies to all employees of the district.

In the event an employee is not able to perform essential job functions completely after an illness or injury, the district will determine whether reasonable accommodations are appropriate that would provide a temporary light-duty assignment, restructuring of a position to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids and services. Reasonable accommodations must not result in an undue hardship on the district.

If an employee cannot be reasonably accommodated in their current position, the district will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. If recovery is ongoing, sick leave is exhausted and no other assignment is possible, the district may provide temporary unpaid leave as an accommodation in accordance with state and federal law.

The district will maintain current job descriptions for each position. Physical requirements for appropriate job categories will be established.

The superintendent will develop procedures as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 659A.043](#)

[ORS 659A.046](#)

[OAR 436-110-0003 to -0900](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Hermiston School District 8R

Code: **GDA**
Adopted: 5/14/15
Revised/Readopted: 7/10/17; 12/11/17
Orig. Code: GDA

Instructional Assistants

Instructional assistants shall be hired by the superintendent.

All instructional assistants¹ must:

1. Have a high school diploma or the equivalent;
2. Be at least 18 years of age or older; and
3. Have standards of moral character as required of teachers.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants² who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

¹ "Instructional assistant" means a classified school employee who does not require a license to teach, who is employed by a school district or education service district and whose assignment consists of and is limited to assisting a licensed teacher in accordance with the rules established by the TSPC.

² Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

The district will require individuals newly hired as Title IA instructional assistants who have met another district's academic assessment to meet the district's academic assessment standards.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor or related service provider with instruction and/or support. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation or parent and family involvement activities and media center or computer laboratory support.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 332.505](#)

[ORS 342.120](#)
[OAR 581-022-2400\(2\)](#)

[OAR 581-037-0005 - 0025](#)
[OAR 584-005-0005\(20\),\(28\)](#)

The Vietnam Era Veterans' Readjustment Assistance Act, 38 U.S.C. § 4212 (2018).

Title II of the Genetic Information Nondiscrimination Act, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2022).

Rehabilitation Act, 29 U.S.C. § 791, 793-794 (2018).

Hermiston School District 8R

Code: IGAC
Adopted:

Religion and Schools

Teachers shall be permitted to teach or present to students information concerning religions and religious beliefs, but teachers shall not promote or inhibit, openly or covertly or by subtlety, a particular religion, religious belief or nonreligious belief.

Students and staff members may be excused from participating in programs or activities which are contrary to their religious beliefs without penalty.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.035](#)

U.S. Const. amend. I.

OR. CONST., art. I.

Kennedy v. Bremerton Sch. Dist., 142 S. Ct. 2407 (2022).

Hermiston School District 8R

Code: IGAI
Adopted: 10/07/08
Revised/Readopted: 7/10/17
Orig. Code: IGAI

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.059](#)
[ORS 336.107](#)
[ORS 336.455 - 336.474](#)

[ORS 339.370 - 339.400](#)
[OAR 581-021-0009](#)
[OAR 581-021-0593](#)

[OAR 581-022-2030](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)

Hermiston School District 8R

Code: IGBAF
Adopted: 9/02/08
Revised/Readopted: 6/11/12; 7/10/17

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district, or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls, or individual meetings.

END OF POLICY

Legal Reference(s):

ORS 343.151	OAR 581-015-2205	OAR 581-015-2235
ORS 343.155	OAR 581-015-2210	OAR 581-015-2055
	OAR 581-015-2215	OAR 581-015-2600
OAR 581-015-2000	OAR 581-015-2220	OAR 581-015-2065
OAR 581-015-2190	OAR 581-015-2225	OAR 581-015-2265
OAR 581-015-2195	OAR 581-015-2229	
OAR 581-015-2200	OAR 581-015-2230	

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Hermiston School District 8R

Code: **IGBB**
Adopted: 8/03/04
Revised/Readopted: 7/10/17; 4/11/22
Orig. Code: IGBB

Talented and Gifted (TAG) Program and Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification**)

The district will develop a written plan of instruction for talented and gifted students in accordance with law that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.¹

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office when requested and on the district's website. The website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing;

¹ For the list of complete requirements of the plan, see ORS 343.397(1).

leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.

END OF POLICY

Legal Reference(s):

[ORS 343.391 - 343.401](#)
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Hermiston School District 8R

Code: IGBBA
Adopted: 3/02/10
Revised/Readopted: 7/10/17; 10/14/19
Orig. Code: IGBBA

Identification - Talented and Gifted**

In order to serve talented and gifted (“TAG”) students in grades K through 12, the district directs the superintendent or designee to establish an identification process. This process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.409](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

[OAR 581-022-2500](#)

Hermiston School District 8R

Code: IGBBC
Adopted: 3/02/10
Revised/Readopted: 7/10/17; 12/11/17; 10/14/19
Orig. Code: IGBBC

Talented and Gifted – Programs and Services**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student’s access to appropriate services and will develop program and service options.

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district’s administrative office and on the home page of the district’s website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

T

E

Hermiston School District 8R

Code: IGBHE
Adopted: 1/09/12
Revised/Readopted: 7/10/17; 10/08/18
Orig. Code: IGBHE

Expanded Options Program

The Board is committed to providing additional educational options to eligible students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if the student:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan;
4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
5. Is not an exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a student returning to high school after dropping out of school, of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;

3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; and
6. District **timelines** affecting student eligibility and duplicate course determinations.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of the intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or a student returning to high school after dropping out of school has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board or designee will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board or designee, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a

factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision to the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition and fees, textbooks, equipment and materials.

Waiver

A district may request an EOP waiver from the Superintendent of Public Instruction¹ if compliance with the EOP would adversely impact the finances of the district or if all conditions identified in ORS 340.083(1)(b)² exist.

¹ Oregon Department of Education

² The district does all of the following:

1. Offers a dual credit program, an advanced placement program, or any other accelerated college credit program;
2. Ensures that at-risk students who participate in the accelerated college credit programs are not required to make any payments for participation in the programs; and
3. Has a process for participation in the programs that allows:
 - a. All at-risk students who are eligible students to participate in the programs;
 - b. At-risk students to earn the number of credit hours established by the State Board of Education by rule under ORS 340.080; or
 - c. For an increasing number of at-risk students who are eligible students to participate in the programs each school year based on demand and appropriateness and as provided by a plan developed by the school district.

Student Reimbursement

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend eligible post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student.

The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The EOP does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006, and is intended to provide access for public high school students to a post-secondary course, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)

[ORS 336.615 - 336.665](#)
[ORS Chapter 340](#)

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).
Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2018).
Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018).
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

Hermiston School District 8R

Code: IGDJ
Adopted: 6/10/19
Revised/Readopted: 1/24/22

Interscholastic Activities**

The Board recognizes the integral role interscholastic activities¹ play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization². Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
 - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
 - b. Prohibit discrimination;
 - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
 - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis.
2. Maintains a transparent complaint process that:
 - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
 - b. Responds to a complaint made within 48 hours of the complaint being received; and
 - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint.
3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

¹ Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

² Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a high school equivalency program³ that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the district, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district eligibility requirements of participation and those of the associated voluntary organization. The district athletics and activities director is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that coaches of sports and activity advisors have all required certifications prior to assuming their duties. The district athletics and activities director shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the rules and regulations of the associated voluntary organization. The principal shall notify the superintendent or designee of conduct that violates the terms of this policy and report to the associated voluntary organization if required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization may be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of such policies, rules and/or regulations may be required to remunerate the district in the event fines are assessed as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

³ “High school equivalency program” means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 332.107](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 – 0049](#)
[OAR 581-022-2308\(2\)](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Hermiston School District 8R

Code: **IK**
Adopted: 11/10/14
Revised/Readopted: 7/10/17
Orig. Code: IK

Academic Achievement

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students may be informed of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned and demonstration of extended application.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff will show whether the student is achieving course requirements at the student's current grade level;
6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Hermiston School District 8R

Code: **IKF**
Adopted: 7/10/17
Revised/Readopted: 4/09/18; 10/08/18; 6/10/19;
10/14/19; 1/24/22

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate 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. A foster child¹;
2. Homeless;
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; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an educational program² 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.

Honors Diploma

The Hermiston High School Honors Diploma recognizes those high achieving students who strive to excel in their academic pursuits. Those recognized with the honors medallion at graduation will represent the highest performing students in the most challenging courses we offer. The honors diploma recognizes academic rigor, career preparation, skill building, and the performing arts. Hermiston High School believes it is through a balance of these ideals that produces the most diverse and equipped students.

¹ As defined in ORS 30.297.

² "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

Students earning a Hermiston High School (HHS) Diploma designated as “Honors” and an honors medallion need to meet the current HHS graduation requirements for a Standard Diploma of 24 credits and:

1. Attain 3 additional credits for a total of 27 credits;
2. Achieve a cumulative grade point average of 3.5;
3. Complete 7 credits from the advanced course list;

Designated Advanced courses currently include:

A.P. Biology	A.P. Physics	A.P. Music Theory
A.P. Calculus	A.P. Spanish Lang. Culture	U.S. History Advanced
A.P. Chemistry	A.P. Studio Art	A.P. Literature and Comp.
A.P. Comp. Science—Principles	ASB Leadership (1 cr.)	A.P. Language and Comp.
A.P. Government	Pre-Calculus (1 cr.)	Pre-A.P. Communications
Spanish 3		

4. Complete one of the following:
 - a. At least 1 program of study from the Careers list.
 - b. The Honors Performing Arts requirements.
 - c. Two additional advanced courses.

*Any course on the list taken with a pass/fail option will not count towards the honors diploma.

5. For transfer students to receive an Honors designation they must:
 - a. Petition for honors diploma designation; and
 - b. Have their transcript evaluated by the HHS Leadership Team for approval.

Standard Diploma

The district may award a diploma to a student who does not satisfy these requirements if the student has exceeded the academic content standards for or displays proficiency in mathematics or English, as demonstrated on Oregon state assessments.

The Standard Diploma basic credit requirements, a total of 24 credits, are outlined below:

1. Language Arts (LA) - 4 Credits (shall include the equivalent of one unit in written composition);
2. Social Arts and Science (SAS) - 3 Credits (including history, civics³, geography and economics (including personal finance));
3. Mathematics (MA) - 3 Credits (math requirement shall include one unit at Algebra 1 and two units that are at a level higher than Algebra I);

³ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

4. Science (SC) - 3 Credits;
5. Wellness, i.e., health education and physical education (WE) - 2 Credits;
6. Fine/Applied Arts (AL) and Career Technical Education (CTE) - 3 Credits (units shall be earned in any one or a combination);
7. Career Portfolio (CP) - .5 Credits;
8. Electives (ZL) - 5.5 Credits.

In addition to credit requirements outlined in Oregon Administrative Rule (OAR) 581-022-2000, a student must⁴:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. 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 standards adopted by the State Board of Education for a 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. Language Arts (LA) - 3 Credits;
2. Social Arts and Science (SAS) - 2 Credits (which may include history, civics, geography, and economics (including personal finance));
3. Mathematics (MA) - 2 Credits;
4. Science (SC) - 2 Credits;
5. Wellness, i.e., health education and physical education (WE) - 2 Credits;
6. Fine/Applied Arts (AL) and Career Technical Education (CTE) - 1 Credits (units may be earned in any one or a combination);
7. Career Portfolio (CP) - .5 Credit;
8. Elective (ZL) - 11.5 Credits.

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

⁴ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

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

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Students entering the modified diploma option would be placed there, if appropriate, by their counselor after a thorough review of each student and each set of circumstances which includes a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or a documented history of a medical condition that creates a barrier to achievement. This review shall also include the input of the student, parental consent, teachers, case managers, and administrators. Students may move to the modified diploma track at any time deemed appropriate by their counselor, with consent of their parents(s)/guardian(s), as long as they meet one of the entrance criteria listed above.

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 learning expectations, construct, or content that is to be measured, grade level standard, 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;
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 Smarter Balanced assessment.

A student's school team shall decide that a student should 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.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

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 diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six 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.
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.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificate

The alternative certificate is available to students on a non-diploma track. These students are unable to complete the requirements for a high school diploma even with appropriate accommodations and support services. The following procedures will be followed:

1. Students with an IEP will have specific, written goals that outline the requirements for satisfactorily completing the certificate of accomplishment.
2. IEP students will adhere to the same attendance and behavior requirements as general education students unless otherwise stated in the IEP.
3. The IEP team will determine if the student has satisfactorily completed the PEP/IEP goals.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Hermiston High School GED Option

Students who complete the general education development (GED) through the HHS GED Option Program may be included in the regular graduation ceremony. Students participating in the GED Option Program have been screened to assure that they meet GED qualifications requirements and that the GED is the most appropriate option for them to complete their high school education.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

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

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall 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 an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

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

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate 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 an alternative certificate 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 and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate 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 Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form⁵ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

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

END OF POLICY

Legal Reference(s):

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

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

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

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

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Senate Bill 1522 (2022).

⁵ Oregon Department of Education page for: [30-day notice and opt-out form](#)

Hermiston School District 8R

Code: IMB
Adopted:

District Improvement Program

Highly recommended

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. The district will accomplish this through continued evaluation and improvement of its programs.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that engages the school community in the district's goal setting and continuous improvement program efforts.

The district's program will be consistent with Oregon Department of Education requirements and reflected in school and district continuous improvement plans.

The district will, in striving for continuous improvement, annually review district and individual school data on student achievement and prioritize, allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

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

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)

[ORS 332.107](#)

[OAR 581-022-2250](#)

Hermiston School District 8R

Code: JEA
Adopted: 6/13/16
Revised/Readopted: 7/24/17; 12/11/17; 2/10/20
Orig. Code: JEA

Compulsory Attendance**

Except when exempt by Oregon law, all children between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.

All children five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having legal control of a student, who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee.

The district will develop procedures for issuing a citation.

A parent who is not supervising their child by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1)(c); failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, children shall not be required to attend public, full-time schools:

1. Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children who have received a high school diploma or a modified diploma.
4. Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. Children being educated in the home by a parent, guardian or private teacher:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Inter-Mountain Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days,

of the intent to continue home schooling. The ESD shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;

- b. Each child being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3.
 - c. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;
 - d. Examinations testing each child shall be from the list of approved examinations from the State Board of Education;
 - e. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - f. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - g. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - h. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
 7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
 8. Children excluded from attendance as provided by law.
 9. Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
 10. An exemption may be granted to the parent or guardian of any child 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
 11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 - 419B.558.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 339.010 - 339.095](#)
[ORS 339.139](#)

[ORS 339.990](#)
[ORS 807.065](#)
[ORS 807.066](#)

[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0076](#)
[OAR 581-021-0077](#)

Hermiston School District 8R

Code: **JGAB**
Adopted: 11/10/14
Revised/Readopted: 7/24/17; 12/11/17; 10/14/19;
2/10/20
Orig. Code: JGAB

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, or volunteer, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

"Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

3. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.
 “Mechanical restraint” does not include:
 - a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.
8. “Prone restraint” means a restraint in which a student is held face down on the floor.
9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the Crisis Prevention Institute (CPI) training program of restraint or seclusion. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;

6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district’s main office and on the district’s website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district’s administrative office and is available on the home page of the district’s website.

The complainant, whether an organization or an individual, may appeal a district’s final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

Legal Reference(s):

ORS 161.205	ORS 339.300	OAR 581-021-0563
ORS 339.250	ORS 339.303	OAR 581-021-0566
ORS 339.285		OAR 581-021-0568
ORS 339.288	OAR 581-021-0061	OAR 581-021-0569
ORS 339.291	OAR 581-021-0550	OAR 581-021-0570
ORS 339.294	OAR 581-021-0553	OAR 581-022-2267
ORS 339.297	OAR 581-021-0556	OAR 581-022-2370

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

Hermiston School District 8R

Code: JHC
Adopted: 12/01/09
Revised/Readopted: 7/24/17
Orig. Code: JHC

Student Health Services and Requirements

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The district shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220.

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements.

The district shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students and parents, when appropriate;
4. Healthcare and first-aid assistance that are appropriately supervised and isolate the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by Oregon Health Authority, Public Health Division, and the county health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
7. Services for students who are medically fragile or have special healthcare needs;
8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of federal law, the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 336.201](#)

[ORS 336.211](#)
[OAR 581-022-2050](#)

[OAR 581-022-2220](#)
[OAR 581-022-2225](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).

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

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

¹ The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Hermiston School District 8R

Code: KBA
Adopted: 12/09/13
Revised/Readopted: 7/24/17; 12/11/17
Orig. Code: KBA

Public Records**

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent's office.

A "public record" includes any writing that contains information relating to the conduct of the public's business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.¹ "Writing" means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public's business and that is contained on a privately owned computer.²

All such information will be made available to individuals with disabilities in an accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make reasonable efforts to disseminate information. Each principal is authorized to use available means to keep parents and others in the particular school's community informed about the school's program and activities.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for persons with disabilities.

Employee and volunteer personal residential addresses, personal electronic mail addresses, social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.363 - 368 and ORS 192.355(3). District electronic mail addresses assigned by the district to district employees are not exempt. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member.

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was

¹ There are multiple definitions for "public record" in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

² In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.
END OF POLICY

Legal Reference(s):

[ORS 180.805](#)

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-005-0010](#)

[OAR 166-400](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2021); 28 C.F.R. Part 35 (2021).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual*.

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Bialostosky v. Cummings, 319 Or. App. 352 (2022).

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

SUPERINTENDENT'S RECOMMENDATION

12.0 ACTION ITEMS

12.1 TOPIC: OSBA Legislative Priorities & Principles

It is recommended.

RECOMMENDATION:

. that the Board of Education approve the Oregon School Boards Association Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee.

Draft Motion: "I move that the Board of Education approve the Oregon School Boards Association Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee."

Motion for approval: Made by _____ Seconded by _____

Motion for rejection: Made by _____ Seconded by _____

Motion for further consideration: Made by _____ Seconded by _____

bc



Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

WHEREAS, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

WHEREAS, the OSBA Legislative Policy Committee met in January and April to review the Proposed OSBA Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles at its April meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Legislative Priorities and Principles

Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

Approved by the Legislative Policy Committee: April 23, 2022

Approved by the OSBA Board: September 23, 2022

Approved by the OSBA Membership:



Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

Board Members

Mon Nov 14, 2022

6:30pm - 8:30pm Board Regular Meeting

Where: Hermiston School District, 305 SW 11th St, Hermiston, OR 97838, USA
Calendar: Board Members
Created by: Briana Cortaberria

Tue Nov 15, 2022

8am - 8:30am KOHU Odds & Ends Show

Where: KOHU
Calendar: Board Members
Created by: Briana Cortaberria
Who: Tricia Mooney, kohunews@gmail.com

Wed Nov 16, 2022

3:45pm - 4:45pm Ed Council Meeting

Where: DO Boardroom
Calendar: Board Members
Created by: Briana Cortaberria

Thu Nov 17, 2022

7am - 8am HAT Morning Meeting

Where: DO Boardroom
Calendar: Board Members
Created by: Briana Cortaberria

7:30am - 8:30am Board Meeting Debrief

Where: DO
Calendar: Board Members
Created by: Briana Cortaberria

3pm - 5pm G Bowling vs Walla Walla

Calendar: Board Members
Created by: Briana Cortaberria

Wed Nov 23, 2022

All day Thanksgiving Break - No School

Wed Nov 23, 2022 - Fri Nov 25, 2022
Calendar: Board Members
Created by: Briana Cortaberria

Thu Nov 24, 2022

All day Thanksgiving Break - No School

Wed Nov 23, 2022 - Fri Nov 25, 2022
Calendar: Board Members
Created by: Briana Cortaberria

Fri Nov 25, 2022

All day Thanksgiving Break - No School

Wed Nov 23, 2022 - Fri Nov 25, 2022
Calendar: Board Members
Created by: Briana Cortaberria

Mon Nov 28, 2022

6:30pm - 8:30pm Board Special Meeting

Where: Hermiston School District, 305 SW 11th St, Hermiston, OR 97838, USA
Calendar: Board Members
Created by: Briana Cortaberria

Board Members

Tue Nov 29, 2022

3pm - 5pm **G Bowling vs Hanford**

Calendar: Board Members
Created by: Briana Cortaberria

Thu Dec 1, 2022

6pm - 8:30pm **B & G Wrestling vs Sunnyside**

Calendar: Board Members
Created by: Briana Cortaberria

Tue Dec 6, 2022

9am - 10am **Board Finance Meeting**

Where: District Office
Calendar: Board Members
Created by: Briana Cortaberria

Wed Dec 7, 2022

7:30am - 8:30am **Board Agenda Review**

Where: District Office
Calendar: Board Members
Created by: Briana Cortaberria

Thu Dec 8, 2022

3pm - 5pm **G Bowling vs Chiawana**

Calendar: Board Members
Created by: Briana Cortaberria

5pm - 9pm **B & G Wrestling vs Rich/Pasco**

Calendar: Board Members
Created by: Briana Cortaberria

7pm - 9pm **SMS Winter Band Concert**

Where: SMS Commons
Calendar: Board Members
Created by: Briana Cortaberria

Mon Dec 12, 2022

6:30pm - 8:30pm **Board Regular Meeting**

Where: Hermiston School District, 305 SW 11th St, Hermiston, OR 97838, USA
Calendar: Board Members
Created by: Briana Cortaberria

Tue Dec 13, 2022

8am - 8:30am **KOHU Odds & Ends Show**

Where: KOHU
Calendar: Board Members
Created by: Briana Cortaberria
Who: Tricia Mooney, kohunews@gmail.com

3pm - 5pm **G Bowling vs Kamiakin**

Calendar: Board Members
Created by: Briana Cortaberria

4pm - 9:30pm **B & G Basketball vs Prosser**

Calendar: Board Members
Created by: Briana Cortaberria

Board Members

Wed Dec 14, 2022

7pm - 9pm HHS Winter Band & Choir Performance

Where: HHS Auditorium
Calendar: Board Members
Created by: Briana Cortaberria

Thu Dec 15, 2022

7am - 8am HAT Morning Meeting

Where: DO Boardroom
Calendar: Board Members
Created by: Briana Cortaberria

7:30am - 8:30am Board Meeting Debrief

Where: DO
Calendar: Board Members
Created by: Briana Cortaberria

7pm - 9pm HHS Winter Band & Choir Performance

Where: HHS Auditorium
Calendar: Board Members
Created by: Briana Cortaberria

Fri Dec 16, 2022

4pm - 9:30pm B & G Basketball vs Walla Walla

Calendar: Board Members
Created by: Briana Cortaberria

Mon Dec 19, 2022

All day Winter Break - No School

Mon Dec 19, 2022 - Tue Jan 3, 2023
Calendar: Board Members
Created by: Briana Cortaberria

Tue Dec 20, 2022

All day Winter Break - No School

Mon Dec 19, 2022 - Tue Jan 3, 2023
Calendar: Board Members
Created by: Briana Cortaberria

3pm - 5pm G Bowling vs Kennewick

Calendar: Board Members
Created by: Briana Cortaberria

Wed Dec 21, 2022

All day Winter Break - No School

Mon Dec 19, 2022 - Tue Jan 3, 2023
Calendar: Board Members
Created by: Briana Cortaberria

Thu Dec 22, 2022

All day Winter Break - No School

Mon Dec 19, 2022 - Tue Jan 3, 2023
Calendar: Board Members
Created by: Briana Cortaberria

Fri Dec 23, 2022

All day Winter Break - No School

Mon Dec 19, 2022 - Tue Jan 3, 2023
Calendar: Board Members
Created by: Briana Cortaberria

Sun	Mon	Tue	Wed	Thu	Fri	Sat
6	7 ● 6pm - Dad's Cake Bake @ West Park	8	9 ● 7:30am - Board Agenda Review @	10	11 OSBA Conference @ Portland Marriott Downtown Waterfront, 1401 SW Naito Pkwy, Veteran's Day - No School @ United ● 6:30am - Board Breakfast @ ● 6:30pm - Fogo de Chao Reservation @	12 ● 6:30pm - Q Restaurant Dinner @ Q
13 OSBA Conference @ Portland Marriott	14 ● 6:30pm - Board Regular Meeting @	15 ● 8am - KOHU Odds & Ends Show @	16 ● 3:45pm - Ed Council Meeting @ DO	17 ● 7am - HAT Morning Meeting @ DO ● 7:30am - Board Meeting Debrief @ DO 3pm - G Bowling vs Walla Walla	18	19
20	21	22	23 Thanksgiving Break - No School	24	25	26
27	28 ● 6:30pm - Board Special Meeting @	29 3pm - G Bowling vs Hanford	30	1 6pm - B & G Wrestling vs Sunnyside	2	3

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28 6:30pm - Board Special Meeting @	29 3pm - G Bowling vs Hanford	30	1 6pm - B & G Wrestling vs Sunnyside	2	3
4	5	6 9am - Board Finance Meeting @	7 7:30am - Board Agenda Review @	8 3pm - G Bowling vs Chiawana 5pm - B & G Wrestling vs Rich/Pasco 7pm - SMS Winter Band Concert @	9	10
11	12 6:30pm - Board Regular Meeting @	13 8am - KOHU Odds & Ends Show @ 3pm - G Bowling vs Kamiakin 4pm - B & G Basketball vs Prosser	14 7pm - HHS Winter Band & Choir	15 7am - HAT Morning Meeting @ DO 7:30am - Board Meeting Debrief @ DO 7pm - HHS Winter Band & Choir	16 4pm - B & G Basketball vs Walla Walla	17
18	19 Winter Break - No School	20 3pm - G Bowling vs Kennewick	21	22	23	24
25	26 Winter Break - No School	27	28	29	30	31

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Winter Break - No School	2	3 9am - Board Finance Meeting @ 4pm - B & G Basketball vs West Valley	4 7:30am - Board Agenda Review @	5	6 4pm - B & G Basketball vs Pasco	7 12pm - B & G Basketball vs Hanford
8 6:30pm - Board Regular Meeting @	9	10 8am - KOHU Odds & Ends Show @ 3pm - G Bowling vs Pasco 6pm - B & G Wrestling vs Kamiakin	11	12 7:30am - Board Meeting Debrief @ DO	13 5:45pm - B & G Basketball vs Chiawana	14
15	16	17 3pm - G Bowling vs Southridge 4pm - B & G Basketball vs Southridge	18	19 7am - HAT Morning Meeting @ DO 6pm - B & G Wrestling vs Hanford	20 4pm - B & G Basketball vs Kamiakin	21 12pm - B & G Basketball vs Kennewick
22 6:30pm - Board Special Meeting @	23	24	25	26	27 4pm - B & G Basketball vs Richland	28
29 6pm - Listening & Learning Session @	30	31 4pm - B & G Basketball vs Hanford	1	2	3	4 12pm - B & G Basketball vs Chiawana

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

November 14, 2022

14.0 EXECUTIVE SESSION

The board of education will now meet in executive session pursuant to the following Oregon Revised Statute(s):

	Statutory Citation	Subject	Media Permitted?
	ORS 192.660(2)(a)	To consider the employment of a public officer, employee, staff member or individual agent.	Yes
	ORS 192.660(2)(b)	To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing.	Yes
	ORS 192.660(2)(d)	To conduct deliberations with persons designated by the governing body to carry on labor negotiations.	No
X	ORS 192.660(2)(e)	To conduct deliberations with persons designated by the governing body to negotiate real property transactions.	Yes
	ORS 192.660(2)(f)	To consider information or records that are exempt by law from public inspection.	Yes
	ORS 192.660(2)(h)	To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.	No
	ORS 192.660(2)(i)	To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.	Yes
	ORS 192.660(2)(k)	To consider matters relating to school safety or a plan that responds to safety threats made toward a school.	Yes
	ORS 332.061(1)	To conduct a hearing to expel minor students or to examine confidential medical records	No

The Hermiston School District Board of Education will now meet in executive session pursuant to ORS **(per above)**. Representatives of the news media and designated staff shall be allowed to attend the executive session. All other members of the audience are asked to leave the room. Representatives of the news media are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. No decision may be made in executive session, except for a student expulsion. At the end of the executive session, the board will return to open session and welcome the audience back into the room.

Attorney General's Public Records and Meetings Manual, p. K-9.

Board Policy BDC-AR: Executive Sessions – News Media
<http://policy.osba.org/hermiston/AB/BDC%20R%20G1.PDF>