

Port Orford-Langlois School District 2CJ
Port Orford, OR
Board of Education
September 17, 2018
Pacific High School Library
45525 Highway 101
Sixes, OR 97476
4:30 PM

Regular Board of Director's Meeting
4:30 PM

1. **CALL TO ORDER/INTRODUCTIONS**
 1. Pledge of Allegiance
 2. Staff and Visitors
2. **AGENDA CHANGES**
3. **CONSENT AGENDA** * CHAIR
 1. Approve Minutes August 13, 2018 3
 2. Financial Report 7
 3. Proclamation: September Suicide Prevention Awareness 10
 4. Proclamation: October, Bully Prevention Month 11
4. **PUBLIC INPUT**
 Board Policy BDDH States: Speakers may offer objective criticism of district operations and programs, but the Board will not hear personal complaints concerning school personnel nor against any person connected with the school system. The chairman will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals. Members of the public may address the Board for up to three minutes.

Educational Spotlight: Jon Hubbard, Vocational Ed Teacher
5. **REPORTS** CHAIR
 1. **Student Representative Report** 12
 2. **Superintendent** - *Steve Perkins*
 3. **Transportation/Maintenance** - *Chad Berry* 13
 4. **Technology Report** - *Jered Rush* 16
 5. **Principal's Report** - *Krista Nieraeth* 17
 6. **Site Council**
 7. **Enrollment** 21
6. **NEW BUSINESS**
 1. Regional OSBA Meeting - October 1, 5:30 pm (Bandon)
 2. Fall OSBA Meeting, Nov 8-11, 2018 Portland
 3. Disrupting Poverty Book - Assign chapter for October
7. **OLD BUSINESS**
8. **REOCCURRING BUSINESS**
9. **FIRST READING OF POLICIES** *(Shaded words are new/strike-throughs are deleted)
 1. JHFE - AR Reporting of Suspected Abuse of a Child 23
 2. JHFF - Reporting Requirements, Sexual Conduct with Students 26
10. **SECOND READING POLICIES**
 1. IGBA - Students with Disabilities ID Procedures 28
 2. IGBAH - Special Education Evaluation Procedures 30
 3. IGBAJ - Special Education FAPE 33
 4. IGBAJ - AR 35
11. **BOARD COMMENTS/REPORTS** CHAIR 1

- 12. **CORRESPONDENCE**
- 13. **FUTURE AGENDA ITEMS**
 - 1. Smarter Balanced Results (September)
 - 2. Steve Perkins' evaluation goals
 - 3. Disrupting Poverty Book
- 14. **EXECUTIVE SESSION**

* Action

EXECUTIVE SESSION

The board will now move into an executive session under **ORS 192.660 (2) (e) Property, ORS 192.660 (2) (d) Labor Negotiations, ORS 192.660(2)(b) Staff Conduct, and ORS 192.660(2)(f) Exempt Records**. The board will not make any decisions in the Executive Session regarding the topic discussed. Should a decision be required, the board will move back into a regular meeting.

Representatives of the news media are specifically directed not to report on any of the deliberations during the executive session, except to state the general subject of the session as previously announced.

“PARKING LOT”

The Port Orford-Langlois School Board met in a Regular Session on August 13, 2018 at 4:00 PM. The Board met in the library at the Driftwood School, 1210 Oregon Street, Port Orford, OR 97465. Board members present were Mary Scaffo, Phyllis Johns, Patricia Brown, Sandra Anderson and Hilary Johnson. Steve Perkins, Superintendent, Cheryl Strope, Business Manager, and Stephanie Smith, Administrative Assistant were also present.

1.0 Call to Order/Introductions

1.1 Pledge of Allegiance:

Mary Scaffo called the meeting to order at 4:00 pm.

1.2 Staff and Visitors

2.0 Agenda Changes

None

3.0 Consent Agenda

3.1 Approve minutes July 16, 2018

3.2 Financial Report

3.3 Approve Absenteeism Grant Resolution

Sandra Anderson read the resolution aloud. The \$20,000 grant award will be spent on systems.

3.4 Approve Organizational Resolution 2018-2019

3.5 Approve Hire, Office Assistant, Jenny Houck

3.6 Approve Hire, Office Assistant, Jessica Hinnners

Steve Perkins clarified the two assistants are part time, hired to help the existing school office managers.

Phyllis Johns moved and Sandra Anderson seconded to approve the consent agenda. Motion passed unanimously. (RESOLUTION 19-09).

4.0 Public Input

Educational Spotlight: Carol Hacherl regarding "Ready, Set Learn"

Carol reported on the 2018 RSL program that took place at Driftwood. The program goal is to decrease the learning gap for students entering the K-12 system. This year the program expanded to include students entering 2nd and 3rd grades; a total of 43 children enrolled in the program. Staff were hired this year from ORCCA/Head Start, the 2CJ and Bandon School districts, and Pacific High School students. The program showed solid growth for kindergarten and 2st grade students in reading and math. Next year the schedule will be for 15 days in July to minimize schedule conflicts. Carol thanked Chad Berry and Jack Seagrave for their assistance at the Driftwood School.

5.0 Reports

5.1 Superintendent

Steve Perkins conveyed the Curry County tax collector's alert regarding their employees' strike, which may affect property tax distributions to the school district. Steve reported the high school will be without power this week while electrical lines are moved in anticipation of the boiler room demolition. If demolition is not completed by the start of school, it will be scheduled for the winter holiday break. Because of the power outage, high school registration will take place at Driftwood. Steve reminded board members of the district in-service scheduled for August 29. The board should be there by 12:45 for introductions.

Steve then asked the board to consider his request adjust board meeting start times to 4:30 pm for the rest of the year, to accommodate district staff who attend the meetings.

Sandra Anderson moved and Patricia Brown seconded to move the 2018-2019 board meeting start times to 4:30 pm for the rest of year. Motion passed unanimously. (RESOLUTION 19-10)

5.2 Transportation/Maintenance

It was clarified the report should read "band room", not "hand room". The bus barn storage area has been enclosed; the district was fined by OSHA in the amount of \$860 for the recent employee fall incident. The employee has been released to return to work. The new pole installed by the boiler building will be equipped with a four way light to increase safety in the parking lot.

5.3 Technology Report

Jered Rush reported most of the new security cameras are installed in the halls at Pacific. Cameras can be monitored from home via smart phone access. Presently a TV screen has been mounted in the high school office to view footage. Images are high definition and can be enlarged for better identification. Remaining cameras will be strategically placed to cover vulnerable outdoor areas. Cameras at Driftwood will be installed next; they are weather rated and are expected to endure the coastal winters.

6.0 New Business

6.1 Schedule Board Lunches with Students

Hilary Johnson: September 21, kindergarten (11:15 am)
Sandra Anderson: October 26, first grade (11:15 am)
Patricia Brown: November 16, second grade (11:15 am)
Phyllis Johns: December 14, third grade (11:40 am)

7.0 Old Business

8.0 Reoccurring Business

9.0 First Reading of Board Policies

9.1 IGBA – Students with Disabilities ID Procedures

The age has increased to 21; education from age of 18 to 21 is typically transitional to help students enter the workforce.

9.2 IGBAH – Special Education Evaluation Procedures

9.3 IGBAJ – Special Education FAPE

9.4 IGBAJ – AR

10.0 Second Reading and Adoption of Policies

10.1 GBN/JBA – Sexual Harassment (Personnel)

Hilary Johnson moved and Phyllis Johns seconded to approve policy GBN/JBA as presented. Motion passed unanimously. (RESOLUTION 19-11).

10.2 GBN/JBA – AR

Phyllis Johns moved and Patricia Brown seconded to approve policy GBN/JBA-AR as presented. Motion passed unanimously. (RESOLUTION 19-12).

10.3 JBA/GBN – Sexual Harassment (Students)

Hilary Johnson moved and Sandra Anderson seconded to approve policy JBA/GBN as presented. Motion passed unanimously. (RESOLUTION 19-13).

10.4 JBA/GBN – AR

Hilary Johnson moved and Phyllis Johns seconded to approve policy JBA/GBN – AR as presented. Motion passed unanimously. (RESOLUTION 19-14).

11.0 Board Comments/Reports

Steve Perkins mentioned a book titled “Disrupting Poverty: Five Powerful Classroom Practices” that he wants to purchase and review at future board meetings. He proposed reading one chapter per month and reviewing it at subsequent board meetings. There are also two videos available for rent to present to teaching staff. These can be shown on Friday teacher workdays. Board members will be invited for the viewings. All board members were in favor of this proposal.

Patricia Brown inquired as to the number of homeless students are in the district. Krista Nieraeth stated the number in the spring was 22%; she will have an updated number following this year’s registration.

Phyllis Johns asked for a report on the “weeding” procedure being done in the HS library. Krista Nieraeth will look at prepaying something for the October meeting.

12.0 Correspondence

None

13.0 Future Agenda Items

1. Smarter Balanced results (September)
2. Steve Perkins’ evaluation goals

14.0 Executive Session.

An Executive Session was not needed.

Phyllis Johns moved and Patricia Brown seconded to adjourn the meeting. All were in favor. The meeting adjourned at 4:45 p.m.

Mary Scaffo
Board Chairman

Steven Perkins
Superintendent/Clerk

Port Orford-Langlois School District 2CJ

Expenditure Summary Report

Fiscal Year: 2018-2019

Criteria: From Date: 08/01/2018 To Date: 08/31/2018

Report Sort: Remit Name

AT&T MOBILITY

Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND				
48451	GENERAL FUND	Undesignated	AP Ofsett	\$65.62
Total for AT&T MOBILITY				\$65.62

CHARTER COMMUNICATONS

Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND				
48452	GENERAL FUND	Undesignated	AP Ofsett	\$1,388.80
Total for CHARTER COMMUNICATONS				\$1,388.80

COOS CURRY ELECTRIC COOP, INC

Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND				
0	GENERAL FUND	PLANT OPERATION & MAINT	ELECTRICITY	\$3,007.57
Total for COOS CURRY ELECTRIC COOP, INC				\$3,007.57

GOLD BEACH LUMBER YARD INC

Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND				
48453	GENERAL FUND	Undesignated	AP Ofsett	\$478.19
Total for GOLD BEACH LUMBER YARD INC				\$478.19

GOLD COAST SECURITY, INC

Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND				
48454	GENERAL FUND	Undesignated	AP Ofsett	\$92.00
Total for GOLD COAST SECURITY, INC				\$92.00

LAWRENCE COMPANY

Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND				
48455	GENERAL FUND	Undesignated	AP Ofsett	\$50.00
Total for LAWRENCE COMPANY				\$50.00

MCDONALD WHOLESALE COMPANY

Check#	FUND	FUNCTION	OBJECT	Amount
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Port Orford-Langlois School District 2CJ

Expenditure Summary Report

Fiscal Year: 2018-2019

Criteria: From Date: 08/01/2018 To Date: 08/31/2018

Report Sort: Remit Name

MCDONALD WHOLESale COMPANY	Check#	FUND	FUNCTION	OBJECT	Amount
FOOD SERVICE					
	48456	FOOD SERVICE	Undesignated	AP Ofsett	\$1,029.97
Total for MCDONALD WHOLESale COMPANY					\$1,029.97
PERKINS, STEVEN	Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND					
	48447	GENERAL FUND	EXECUTIVE ADM SERVICES	TRAVEL, OUT OF DISTRICT	\$0.00
	48449	GENERAL FUND	EXECUTIVE ADM SERVICES	TRAVEL, OUT OF DISTRICT	\$300.44
Total for GENERAL FUND					\$300.44
Total for PERKINS, STEVEN					\$300.44
PORT ORFORD, CITY OF	Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND					
	48457	GENERAL FUND	Undesignated	AP Ofsett	\$231.95
Total for PORT ORFORD, CITY OF					\$231.95
ROTO ROOTER	Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND					
	48458	GENERAL FUND	Undesignated	AP Ofsett	\$1,017.04
Total for ROTO ROOTER					\$1,017.04
STROPE, CHERYL	Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND					
	48448	GENERAL FUND	FISCAL SERVICES	TRAVEL, OUT OF DISTRICT	\$352.84
Total for STROPE, CHERYL					\$352.84
Tilley LLC	Check#	FUND	FUNCTION	OBJECT	Amount
GENERAL FUND					
	48450	GENERAL FUND	PLANT OPERATION & MAINT	REPAIRS AND MAINTENANCE	\$1,200.00
Total for Tilley LLC					\$1,200.00

Port Orford-Langlois School District 2CJ

Expenditure Summary Report

Fiscal Year: 2018-2019

Criteria:

From Date: 08/01/2018

To Date: 08/31/2018

Report Sort: Remit Name

Grand Total: \$9,214.42

Recap for FUND for remit name

100	GENERAL FUND	\$8,184.45
205	FOOD SERVICE	\$1,029.97

Recap by Account

100.0000.8800.000.000.000.00	\$3,323.60
100.0000.9111.000.000.000.00	-\$8,184.45
100.2320.0342.001.000.000.00	\$300.44
100.2520.0342.001.000.000.00	\$352.84
100.2540.0322.128.000.000.00	\$1,200.00
100.2540.0325.001.000.000.00	\$3,007.57
205.0000.8800.000.000.000.00	\$1,029.97
205.0000.9111.000.000.000.00	-\$1,029.97
Recap Total:	\$0.00

End of Report

September - Suicide Prevention and Awareness Proclamation

The Port Orford-Langlois School District 2CJ hereby proclaims September, 2018 as Suicide Prevention and Awareness Month and calls upon our schools, families, government agencies, religious institutions, business and health care institutions and community citizens and organizations to support increasing awareness and reducing the stigma of suicide and invite young people to know the crisis text line number 741741 and to take an active role in suicide prevention.

October - Bully Prevention Proclamation

The Port Orford-Langlois School District 2CJ hereby proclaims October, 2018 as Bullying Prevention Month and calls upon schools, students, parents, recreational programs, religious institutions and community citizens and organizations to engage in activities designed to make our communities safer for all children and adolescents, show support for students who have experienced bullying and invite young people to take an active role by becoming Upstanders and not just Bystanders.

Student Report
September 14, 2018

The school year has started out well. Even before school started, sports had begun practice, and ASB met for a two-day training and planning event. The first day of school students received a new Pacific t-shirt to wear for Pirate gear.

Pacific ASB leadership consists of JT Hogan as our ASB president, Natalie Vincent as our ASB vice-president, and Brooke Richard as our ASB secretary/treasurer. The senior class needs a secretary/treasurer, but has Olivia Schmidt as president and Davyn Brown as vice. The junior class is ready for preparing prom this year in May and is led by Layne Converse, McKenzie Martin, and David Wyatt. The sophomore class is still in flux, but by the time the board meets, hopefully, they'll have their spots filled. The freshman class came in strong with Rio Cruz, Caitlyn Hogan, and Neesa Nelson to lead them.

Last spring when Pacific ASB attended the state-wide conference, OASC, they discovered that there are awards given out to leadership groups. Our students, both Pacific and Driftwood, want to place in at least the bronze category this coming April. To do so, they have a checklist of activities they must create, facilitate, and participate in to earn points toward their goal.

The Cool Pirate will be starting up again this week with slushy prices at \$1 sold during break. Pacific ASB is selling chocolate bars for \$1 each to raise money to go to fall OASC in Seaside in November. Students have reported good things about the new teachers, and all seems to be going as normal in the high school and junior high.

Submitted by Kandi J Wyatt, leadership teacher and advisor

Transportation and Maintenance Report

September 17, 2018 Meeting

1. Bus #50, reseal axle shaft leak
2. Bus #46, replace marker lamp lens and bulb
3. Bus #42, repair wiring; chewed by mice. Removed side console and dashboard assembly and checked all inside wire harness. Re-flashed/re-programmed computer; all OK and ready to go.
- 4.

PHS Maintenance

1. Cleared out clutter from breezeway.
2. Sealed around vent in utility vault.
3. Brushed roof coating on bus garage/admin building.
4. All phone lines and electrical work completed for boiler house removal. Plan for demo over Christmas break.

DWS Maintenance

1. Clogged drain in kitchen wash sink, snaked and cleared.
2. Installed gutter above entrance, exit to cafeteria playground.
3. Repaired sheetrock and painted back side of playshed addition.

Safety Committee minutes

July 11, 2018

Stephanie Smith and Deana Bussmann met with Shelley Nasby and was provided with the OSHA 300 training.

Fall Protection and Ladder Safety training was given to Chad Berry, Lyle Keeler, Don Drescher, Jackie Seagrave.

Safety Committee Minutes

August 14, 2018

Chad Berry and Deana Bussmann met with Shelley Nasby and were provided with training on Hazard Identification.

We went over the duties of the safety comm.

Conducting quarterly inspections and providing recommendation to eliminate unsafe work practices. Recognizing different types of hazards and assessing the hazards.

We conducted the quarterly inspection for PHS and the district was sent a copy of the findings was sent to the District Office from Saif.

The committee was informed it needed to have 12 meetings a year. Even during the summer break.

Our next scheduled meeting is Sept. 25 at 9am.

Safety Meeting Minutes

Date 07-11-18 Company _____

Time 9:00-12:00 Location/Crew Port Driford School Dist.

Attendees _____

Supervisor/Foreman _____

Discussions/topics (recent incidents, close calls, inspections, safety or health concerns, etc.)

OSHA 300 Log Class
Deana M. Bussmann
Stephanie Smell

Fall Protection & Ladder Safety -

Dan Drescher
Lyle Keel
Chad Berry
Jackie Seagrave

To Do: Send Stephanie & Deana a 2018 Claims
list. Invite to next safety meeting - + 2 required
meeting walk-throughs - August walk-throughs - Wed/Thurs

Action items/Follow-up Safety Committee Meeting -
ST&F issues - 9:00am

Plan to share today's discussion/topics with employees who were not able to attend.

Keep on file for three years

September 2018 –District Technology Update

Technology Update

First part of September as gone about as smooth as it can. We haven't had to many issues outside of TONS of forgotten passwords. Most everything has settled down at this point and is back to normal.

Chromebooks are working great from what I can tell. There is still a bit of a learning curve for the staff and students, but they are overcoming well. The real test will be when they start to heavily use them for i-Ready or other internet intensive projects. When I have more information, I will report it.

New PHS Media Lab is setup and looks great. All the machines were made specifically to run Adobe CC and they are doing just that. The new true color monitors with a higher resolution make images look more vibrant. I am happy with out the lab turned out.

Security Cameras did not go up at Driftwood yet. I have spoken with Chad and he and I are trying to work out when would be the best time to get them up and running. Running wire at Driftwood is a bit trickier but when done right looks very nice. When I have more information on this project I will report back.

Along with the Security camera project, I will need to get a cable ran down the grade school hall to the copier so that it can be set up for printing for staff. I will also need to get a cable ran out to the Play shed so that we can get wireless in there. In the past this has not been an issue, however Garth Gant has his office out in the play shed and has no network for his computer. I am hoping to have 2 of these 3 projects done by the middle of October.

Finally, phone system research. I am again looking in to phone systems as it is currently the WORST piece of technology we have in district now. I am going to look in to several options and see about getting some quotes. I know currently one of our issues is our limited internet speeds. This should no longer be a hurdle come next school year as we will submit new paper work for E-Rate to increase our speeds. If all goes to plan I hope to have both buildings to near fiber speeds, which will be 100x faster than what we currently have.

Other Work

- Server updates and maintenance
- Chromebook fine tuning
- Media Lab setup

New Projects

- Security Camera setup @ Driftwood
- Phone system research
- Run Cable to Copier @ Driftwood
- Setup Wireless in the Play Shed @ Driftwood



Driftwood School

P O Box 8 Port Orford, OR 97465 • Phone: (541) 332-2712 • Fax: (541) 332-0190 • www.2cj.com

Krista Nieraeth
Principal

Ben Stallard
Vice Principal/AD

Nicola Steers
Office Manager

Driftwood School Principal's September 2018 School Board Report

1. Optimize resources to continually improve student instruction and performance.
 - Enrollment as of 9/13 K – 8 is 158.
 - Mr. Stallard is spearheading our efforts for increasing our attendance with a grant through ODE. Ben is currently in the process of finishing up writing the grant for submission and we are meeting with our attendance coach to help implement ideas on how to create a school – going culture for all our students.
 - Open House for Driftwood will be held on Tuesday, Sept. 18 from 5:30 – 7pm. We will be holding our annual mandatory Title I meeting at 5:45pm, as well as hosting a complimentary Baked Potato Bar for dinner
2. Continually assess the safety and efficiency of district facilities to optimize teaching and learning.
 - Monthly drills are being scheduled for Driftwood.
3. Enhance communication into and out of the district.
 - a. We are continuing to use our Facebook page as a way to get out information quickly to the community.
 - b. Our 7th and 8th graders are able to check grades using FamilyLink.
4. Increase awareness and understanding around educating students and staff in equity.
 - a. Staff has been assigned our annual Safe Schools training. In this training, staff is required to watch modules regarding homeless students, mandatory reporting, bullying, and district policies regarding sexual harassment, bullying, and cyberbullying.



Pacific High School

PO Box 8 Port Orford, OR 97465 • Phone: (541) 348 2293 • Fax: (541) 348-2389 • www.2cj.com

Krista Nieraeth
Principal

Ben Stallard
Vice Principal/AD

Kari Engdahl
Office Manager

Pacific High School Principal's September 2018 School Board Report

1. Optimize resources to continually improve student instruction and performance.
 - Enrollment as of 9/13 is 56 students 9 – 12.
 - Mr. Stallard is spearheading our efforts for increasing our attendance with a grant through ODE. Ben is currently in the process of finishing up writing the grant for submission and we are meeting with our attendance coach to help implement ideas on how to create a school – going culture for all our students.
 - Open House for PHS was held Tuesday, Sept. 12 from 6 – 7pm. We included a dual credit meeting for those who were interested.
 - Sports are off and running. Our girls volleyball team is in the midst of their season, learning lots and having fun at learning how to compete. Our cross country team had their first meet on Saturday, Sept. 8 in Brookings and they did well in setting PR times for the year.
2. Continually assess the safety and efficiency of district facilities to optimize teaching and learning.
 - Monthly drills are being scheduled for Pacific.
3. Enhance communication into and out of the district.
 - We are continuing to use our Facebook page as a way to get out information quickly to the community.
 - FamilyLink information has been given out to families.
4. Increase awareness and understanding around educating students and staff in equity.
 - Staff has been assigned our annual Safe Schools training. In this training, staff is required to watch modules regarding homeless students, mandatory reporting, bullying, and district policies regarding sexual harassment, bullying, and cyberbullying.

POLSD SBAC Results 17 – 18

ELA

Grade	POLSD Percentage	State Average
3	64.7%	48%
4	26.7%	51%
5	62.5%	56%
6	43.8%	53%
7	---	58%
8	78.9%	57%
11	68.8%	72%
OVERALL	59.8%	

Math

Grade	POLSD Percentage	State Average
3	64.7%	47%
4	26.7%	44%
5	31.3%	40%
6	18.8%	39%
7	---	42%
8	57.9%	41%
11	50.0%	34%
OVERALL	41.2%	

SCIENCE

Grade	POLSD Percentage	State Average
5	81.3%	65%
8	78.9%	61%
11	56.3%	51%
OVERALL	72.5%	

June 2018
24
19
19
18
16
17
17
3
19
152
14
14
17
16
0
61
213

Port Orford Langlois School District Policy

Code: JHFE-AR(1)
Adopted:

Reporting of Suspected Abuse of a Child

Reporting

Any district employees having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child, shall orally report or cause an oral report to be immediately made by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or to a law enforcement agency within the county where the person making the report is at the time of his/her contact. The district employee should also immediately inform his/her supervisor, principal or superintendent. If known, such report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, the explanation given for the suspected abuse, any other information which the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

A written record of the abuse report shall be made by the employee suspecting the abuse of a child. The written record may be made using the district's abuse reporting form which includes at a minimum:

1. The name and position of the person making the report;
2. The names and addresses of the child and of the parents of the child or other persons responsible for the child's care and the age of the child;
3. The name and position of any witness to the report;
4. A description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser;
5. A description of how the report was made (i.e., phone or other method);
6. The name of the agency and individual who took the report;
7. The date and time that the report was made; and
8. The names of persons who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the employee's supervisor and/or superintendent.

When the district receives a report of suspected abuse of a child by one of its employees, and the [personnel director][superintendent] determines that there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave until the DHS or a law enforcement agency either: 1) determines that the report is unfounded or that the report will not be pursued; or 2) determines that the report is founded and the education provider takes the appropriate disciplinary action against the district employee. If the DHS or a law enforcement agency is unable to determine whether the abuse of a child occurred the district may either reinstate the employee or take disciplinary action at the district's discretion.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

Definitions

1. Oregon law recognizes these types of abuse:
 - a. Physical;
 - b. Neglect;
 - c. Mental injury;
 - d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.
2. "Child" means an unmarried person who is under 18 years of age.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

The disciplinary records of a district employee or former district employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.345 or 192.355. Therefore, if a district employee or former employee is convicted of a crime listed in ORS 342.143, the district that is or was the employer of that employee when the crime was committed shall disclose the disciplinary records of the employee to any person upon request. However, prior to the disclosure of a disciplinary record the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. If the student is to be interviewed at the school, the ~~principal or representative~~ administrator or designee shall make a ~~conference~~ private space available. The ~~principal or representative~~ administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officers wishing to ~~interview or~~ remove a student from the premises shall present themselves at the office and contact the ~~principal or representative~~ administrator or designee. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents;
3. The principal or representative shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Port Orford Langlois School District Policy

Code: JHFF
Adopted:

Reporting Requirements Regarding Sexual Conduct with Students

Sexual conduct by district/school employees, contractors or agents¹ of the district will not be tolerated. All district/school employees, contractors and agents of the district are subject to this policy.

“Sexual conduct,” as defined by Oregon law, is any verbal or physical [or other] conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and district Board policy JHFE and JHFE-AR - Reporting of Suspected Abuse of a Child.

Any district/school employee, contractor or agent of the district who has reasonable cause to believe that another district/school employee, contractor or agent of the district has engaged in sexual conduct with a student must immediately notify his/her immediate supervisor

When the district receives a report of suspected sexual conduct by a district employee, the district may decide to place the employee on paid administrative leave or in a position that does not involve direct, unsupervised contact with students while conducting an investigation. When the district receives a report of suspected sexual conduct by a contractor or agent of the district, the district may decide to suspend services of that contractor or place the agent in a position that does not involve direct, unsupervised contact with students while conducting an investigation. An “investigation” is a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the complainant, witnesses, the district employee, the contractor, the agent of the district or the student who is the subject of the report. If the subject of the report is a school district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of such employment contract or agreement.

If, following the investigation, the report is substantiated, the district will inform the district employee, contractor or agent of the district that the report has been substantiated and provide information regarding the appeal process. The employee may appeal the district’s decision through the appeal process provided by the district’s collective bargaining agreement, if applicable. A volunteer may appeal the district’s decision through the district’s complaint procedure. A “substantiated report” means a report of abuse or sexual conduct that: a) an educational provider has reasonable cause to believe is founded based on the available evidence after conducting an investigation; and b) involves conduct that the educational provider determines is sufficiently serious to be documented in the employee’s personnel file or the student’s education record, and in the administrative file for the contractor or agent of the district.

¹ An “agent” is a person authorized to act on behalf of another (called the principal) to create legal relations with a third party.

If the district employee, contractor or agent of the district decides not to appeal the determination or if the determination is sustained after an appeal, a record of the substantiated report will be placed in the employee's personnel file or in the administrative file for the contractor or agent of the district. The employee, contractor or agent of the district will be notified that this information may be disclosed to a potential employer. The district will not serve as a reference for a contractor or agent of the district that has a substantiated report.

The district will post in each school building the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the superintendent will follow upon receipt of a report. In the event that the designated person is the suspected perpetrator, the superintendent shall receive the report. [If the superintendent is the alleged perpetrator, the Board chair shall receive the report.] When the superintendent takes action on the report, the person who initiated the report must be notified.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected sexual conduct by a district employee, a contractor or an agent of the district in good faith, the student will not be disciplined by the Board or any district employee.

The district will provide annual training to district employees, parents and students regarding the prevention and identification of sexual conduct. The district will provide to employees, contractors or agents of the district at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

Educational providers shall follow hiring and reporting procedures as outlined in ORS 339.374 for all district employees.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)

[ORS 418.746 - 418.751](#)

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

Every Student Succeeds Act, 20 U.S.C. § 7926 (2012).

Port Orford Langlois School District Policy

Code: IGBA
Adopted: September 17, 2018

Students with Disabilities - Child Identification Procedures

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education (EI/ECSE) or special education services. For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency [insert name] is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and
9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

The district determines residency in accordance with Oregon Revised Statutes (ORS) Chapter 339 and, for the purposes of public charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The district enrolls all students who are five on or before September 1 of the current school year. Students with disabilities are eligible to enroll in the district through the school year in which they reach the age of 21 if they have not graduated with a regular high school diploma.

The district shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located and evaluated and are receiving special education and related services. The district conducts an annual count of the total number of private school children attending private schools located within the boundaries of the district, and a

count of all children with disabilities attending private schools located within the boundaries of the district, in accordance with OAR 581-015-2465. The district reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

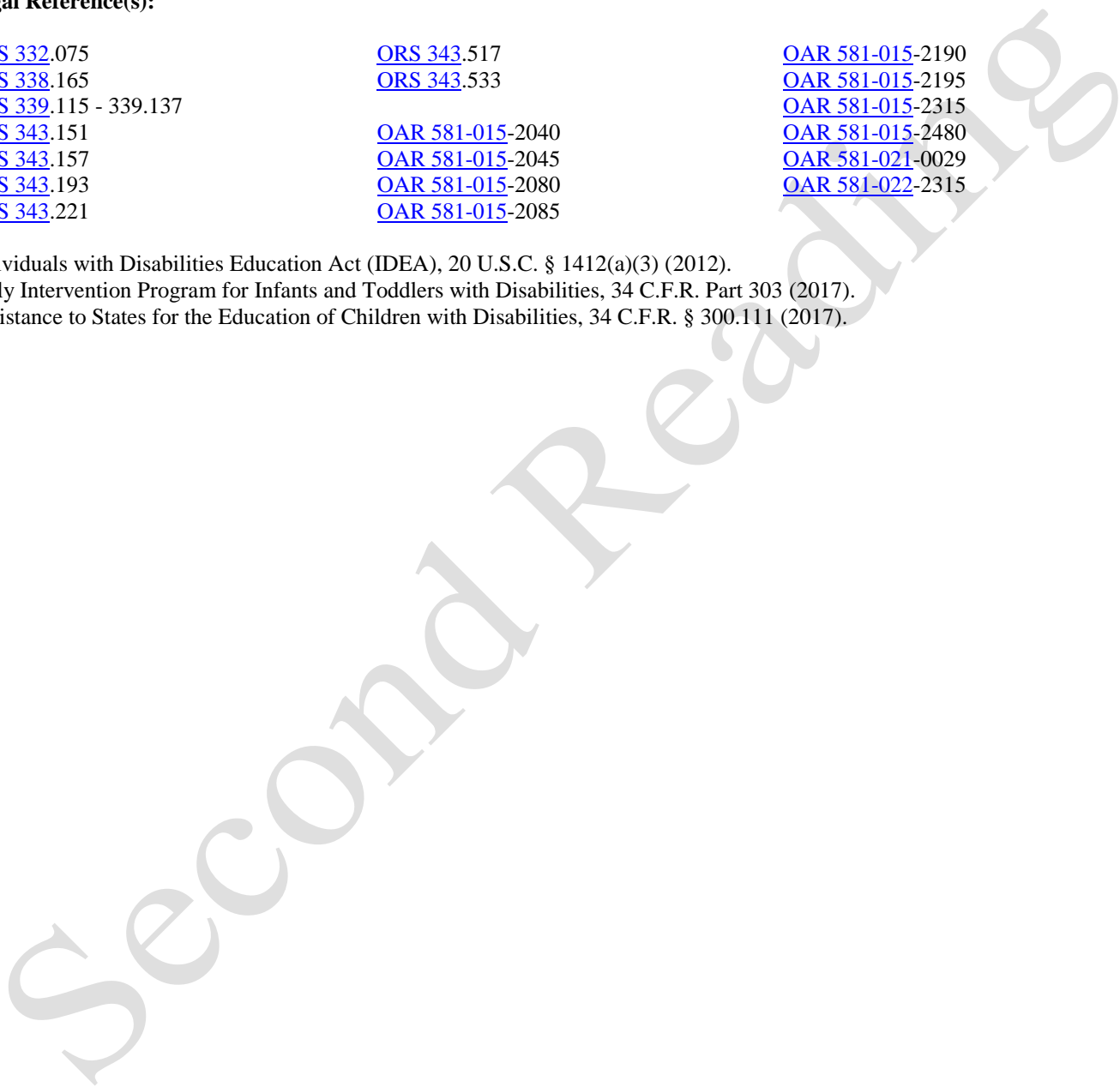
[ORS 332.075](#)
[ORS 338.165](#)
[ORS 339.115 - 339.137](#)
[ORS 343.151](#)
[ORS 343.157](#)
[ORS 343.193](#)
[ORS 343.221](#)

[ORS 343.517](#)
[ORS 343.533](#)

[OAR 581-015-2040](#)
[OAR 581-015-2045](#)
[OAR 581-015-2080](#)
[OAR 581-015-2085](#)

[OAR 581-015-2190](#)
[OAR 581-015-2195](#)
[OAR 581-015-2315](#)
[OAR 581-015-2480](#)
[OAR 581-021-0029](#)
[OAR 581-022-2315](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412(a)(3) (2012).
Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).



Port Orford Langlois School District Policy

Code: IGBAH
Adopted: September 17, 2018

Special Education - Evaluation Procedures**

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending private school (religious or secular) located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and
9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

The district is responsible for evaluating and determining eligibility for special education services for school-age children. The district is responsible for evaluating children who may be eligible for early

intervention/early childhood special education (EI/ECSE) services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or re-evaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent(s) that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child are:

1. Selected and administered so as not to be racially or culturally discriminatory;
2. Provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Used for purposes for which assessments or measures are valid and reliable;
4. Administered by trained and knowledgeable personnel; and
5. Administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child’s English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The district conducts re-evaluations:

1. When the educational or related service needs, including improved academic achievement and functional performance of the children warrant a re-evaluation;
2. When the child’s parents or teacher requests a re-evaluation; and
3. At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the district will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)
[ORS 343.157](#)

[ORS 343.164](#)
[OAR 581-015-2000](#)

[OAR 581-015-2095](#)
[OAR 581-015-2105 - 2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.530-300.534, 300.540-300.543, 300.7 (2017).

Port Orford Langlois School District Policy

Code: IGBAJ
Adopted: September 17, 2018

Special Education - Free Appropriate Public Education (FAPE)**

1. The district admits all resident school-age children with disabilities and makes special education and related services available at no cost to those:
 - a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if are advancing from grade to grade;
 - b. Who have not graduated with a regular high school diploma;
 - c. Who have been suspended or expelled in accordance with special education discipline provisions; or
 - d. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.
2. The district determines residency in accordance with Oregon law.
3. The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities, and children with disabilities who are enrolled in public charter schools located in the district.
4. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.
5. State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.
6. If the individualized education program (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.
7. If a parent revokes consent for a student receiving special education and related services, the district will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)
[ORS 339.115](#)
[ORS 343.085](#)
[ORS 343.224](#)

[OAR 581-015-2020](#)
[OAR 581-015-2035](#)
[OAR 581-015-2040 - 2065](#)
[OAR 581-015-2050](#)
[OAR 581-015-2075](#)

[OAR 581-015-2530](#)
[OAR 581-015-2600](#)
[OAR 581-015-2605](#)
[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113, 300.300 (2017).

Port Orford Langlois School District Policy

Code: IGBAJ-AR
Adopted: September 17, 2018

Special Education - Free Appropriate Public Education (FAPE)**

1. FAPE and Age Ranges

The district provides special education and related services to all resident school-age students with disabilities, including students enrolled in public charter schools located in the district, as provided below:

- a. "School-age children" are children who have reached 5 years of age but have not yet reached 21 years of age on or before September 1 of the current school year.
- b. The district will admit an otherwise eligible student who has not yet reached 21 years of age on or before September 1 of the current school year.
- c. An otherwise eligible person whose 21st birthday occurs during the school year will continue to be eligible for FAPE for the remainder of the school year.
- d. The district provides FAPE to students with disabilities who have been suspended or expelled from school in accordance with the special education discipline rules.

2. Nonacademic Services

- a. The district provides equal opportunity for students with disabilities for participation in nonacademic and extracurricular services and activities.
- b. Nonacademic and extracurricular services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.
- c. The district ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of each individual child.

3. Graduation

- a. A student graduating with a regular high school diploma is no longer entitled to FAPE.
- b. The district provides prior written notice in a reasonable time before a student with a disability, graduates with a regular high school diploma.
- c. The district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school diploma.
- d. Graduation with an alternative document:
 - (1) The district may award an alternative document meeting the criteria of the State Board of Education alternative document to a student with a disability.
 - (2) Graduation with an alternative document does not terminate eligibility, require an evaluation or require prior written notice.

- e. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.

4. Incarcerated Youth

- a. The district has a plan, approved by the local Board, to provide or cause to be provided, appropriate education for children placed in a local or regional correctional facility located in the district.
- b. The district provides FAPE for students with disabilities ages 18 through 21, incarcerated as adults in an adult correctional facility if, in the last educational setting before their incarceration:
 - (1) Were identified as students eligible for special education; and
 - (2) Had an individualized education program (IEP).
- c. The district's provisions of FAPE do not include:
 - (1) The requirements relating to participation of children with disabilities in statewide and district assessments.
 - (2) For students whose eligibility for services will end before their release, the requirements related to transition planning and transition service do not apply. The district makes this determination based on considerations of the sentence and eligibility for early release. Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities based on consideration of their sentence and eligibility for early release.
 - (3) The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. Least restrictive environment requirements do not apply with respect to these modifications.
 - (4) The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parent after rights transfer to the student.

5. Residential Placement

If the IEP team determines that placement in a public or private residential program is necessary to provide FAPE to a student with a disability, the district ensures that the program, including nonmedical care and room and board, is provided at no cost to the parents of the student.

6. Physical Education

- a. The district makes physical education services, specially designed if necessary, available to every child with a disability receiving FAPE, unless the school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.
- b. The district provides the opportunity to each child with a disability to participate in the regular physical education program available to nondisabled children unless the child needs specially designed physical education as prescribed in the child's IEP.

- c. If specially designed physical education is included in the child’s IEP, the district must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- d. If the child with a disability is enrolled full time in a separate facility, the district must ensure that the child receives appropriate physical education services.

7. Public Charter Schools

- a. The district serves children with disabilities attending public charter schools located in the district in the same manner and in accordance with applicable laws and rules governing the district’s provision of services to children with disabilities in its other schools.
- b. The district shall, in consultation with the student’s parent, guardian or person in parental relationship, provide FAPE to the student, in accordance with Oregon Administrative Rule (OAR) 581-015-2230(1), until the district implements the IEP from the previous district or develops, adopts and implements a new IEP that meets acceptable requirements. If the information received was in effect in a previous district in another state, the district will implement the IEP in accordance with OAR 581-015-2230(2).
- c. The district provides supplementary and related services onsite at a district public charter school to the same extent to which the district has a policy or practice of providing such services on the site to its other public schools.
- d. A school district in which a public charter school is located must provide Individuals with Disabilities Education Act (IDEA) funds to those public charter schools on the same basis as the school district provides those funds to other public schools in the district, including proportional distribution based on relative enrollment of children with disabilities, at the same time as funds are distributed to other public schools in the district.
- e. If a child with a disability enrolls in a public charter school, the public charter school is considered the school the child would attend if not disabled. Enrollment in any public charter school is by parent choice. Enrollment in any out-of-district public charter school does not require an interdistrict transfer agreement.

When a student enrolls in a public charter school, the district in which the public charter school is located shall:

- a. Provide written notification of the student’s enrollment to the district in which the student resides;
- b. Request, in accordance with applicable confidentiality provisions in state and federal laws, the records of the student, including all information related to an individualized education program developed for the student;
- c. Provide written notification to the student’s parent, guardian or person in parental relationship to provide information about:
 - (1) The district’s responsibility to identify, locate and evaluate to determine a student’s need for special education and related services and to provide those special education services in the public charter school; and
 - (2) The methods by which the district may be contacted to answer questions or provide information related to special education and related services.

When a student no longer is enrolled in a public charter school for any reason other than graduation, the district in which the public charter school is located shall notify:

- a. The district in which the student resided to provide notice:
 - (1) That the student no longer is enrolled in the public charter school; and
 - (2) That the district will provide the student education records including all information related to the student's IEP if the student seeks enrollment or services from the district in which the student resides.
- b. The student's parent, guardian or person in parental relationship to provide information about:
 - (1) The responsibility of the school district in which the student resides to identify, locate and evaluate students and implement services;
 - (2) The methods by which the student's resident district may be contacted to answer questions or provide information about special education and related services; and
 - (3) The responsibility of the district to provide student records, including information related to the student's IEP, if the student seeks enrollment or services from another district, including the parent's resident district.

8. Recovery of Funds for Misclassified Students

The district ensures that students identified on the special education child count under Part B of the IDEA are limited to students who:

- a. Meet eligibility requirements under OAR 581-015-2130 to -2180;
- b. Have a current IEP that is being implemented;
- c. Are receiving a FAPE;
- d. Are enrolled in the district.

9. Students with Disabilities under IDEA Enrolled in Public Benefits or Insurance

A district may use the State's Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for special education and related services required under IDEA, and permitted under the public benefits or insurance programs as specified below.

With regard to services required to provide FAPE to a child with disabilities under IDEA, a district:

- a. May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child with disabilities to receive FAPE under the IDEA, but may pay the cost that the parent otherwise would be required to pay; and
- b. May not use the child's benefits under a public insurance program if that use would:
 - (1) Decrease available lifetime coverage or any other insurance benefit;
 - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program, and that are required for the child outside of the time the child is in school;
 - (3) Increase premiums or lead to the discontinuation of insurance; or
 - (4) Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures; **and**

Prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the district must provide prior written notification to the student's parents and must obtain written consent¹ that:

- a. States the personally identifiable information that may be disclosed (e.g. records or information about the services that may be provided to the student);
- b. States the purpose of the disclosure (e.g. billing for services under IDEA);
- c. Names the agency to which the disclosure may be made (e.g. Medicaid);
- d. Specifies that the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under IDEA;
- e. Acknowledges the district may not require parents to incur an out-of-pocket expense (i.e. payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and
- f. Acknowledges the district may not use the student's benefits under a public insurance program, if that use would:
 - (1) Decrease available lifetime coverage of any other insured benefit;
 - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - (3) Increase premiums or lead to the discontinuation of insurance; or
 - (4) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

10. Accessible Materials

- a. Districts must ensure the timely provision of print instructional materials, including textbooks that comply with the National Instructional Materials Accessibility Standards (NIMAS) for students who are blind or print disabled.
- b. Districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, including those children who are not blind or print disabled.

11. Extended School Year (ESY) services as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR.

12. Assistive technology devices or services as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR.

¹ "Consent" means that the parent or adult student a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).