

## Regular Board Meeting

Thursday, August 11, 2022 7:00 PM

Umatilla School District, 1001 6th St, Umatilla, OR 97882

### A. Call Meeting to Order

### B. Election of Board Officers

B.1. Nominate and elect the Board Chair for the  
2022-2023 School Year

B.2. Nominate and elect the Board Vice Chair for the  
2022-2023 School Year

### C. Public Input

### D. Presentations

D.1. Retirement David Dever

### E. Approve Agenda

### F. Action Items

F.1. Consent Agenda: Minutes for June Board Meeting,  
HR Report, Disbursements and Financial Statements

F.2. Approve Adopted Curriculum Summary

F.3. Approve Extra Duty List for 2022-2023 School  
Year

F.4. Approve Student Handbooks for School District,  
MHES, CBMS & UHS

F.5. Approve Organization and Procedural Resolution

F.6. Approve Student Advisory Council

F.7. Approve Resolution 22-01 - A measure election  
for general obligation bonds.

F.8. Adopt Communicable Disease Plan

F.9. Adopt MHES COVID-19 Management Plan 2022-2023

F.10. Adopt CBMS COVID-19 Management Plan 2022-  
2023

F.11. Adopt UHS COVID-19 Management Plan 2022-  
2023

F.12. Adopt ESL Curriculum

F.13. Adopt Middle School Spanish Curriculum

F.14. Approve Surplus Items

### G. Discussions

G.1. First reading of Listed Policies

- EEA - Student Transportation Services
- JGE - Expulsion
- JHCD - Medications

- JHCDA-AR - Medications
- IGBAH-AR - Special Education - Evaluation and Eligibility Procedures
- JHH - Student Suicide Prevention
- JHCC - Communicable Diseases - Students
- JHCC-AR - Communicable Diseases - Students
- IIGBA - Electronic Communications Systems
- IIGBA-AR - Electronic Communications Systems
- ACB - Every Student Belongs
- ACB-AR - Bias Incident Complaint Procedure

H. **Other/Board Discussions**

I. **Staff Recognition**

J. **Reports**

J.1. McNary Heights Elementary School - Nicole Coyle, Tim Young

J.2. Clara Brownell Middle School - Rick Cotterell, Anthony Brown

J.3. Umatilla High School - Bob Lorence, April Dirksen, Scott Bow

J.4. Maintenance - Vinny Stefani

J.5. District - Heidi Sipe, Stephanie Williams-Strege, Kim Gilsdorf, David Lougee, Julie Hunt, Rikkilynn Starliper

J.6. IMESD Talking Points

K. **Public Input**

L. **Adjourn**

UMATILLA SCHOOL DISTRICT #6R  
Regular Board of Directors Meeting  
1001 Sixth Street, Umatilla, OR - 7:00 PM  
June 9, 2022

**Minutes**

**PRESENT**

<b>Board Members</b>	<b>Administrative Team</b>
Jon Lorence	Heidi Sipe, Superintendent
Toby Cranston	Kim Gilsdorf, Business Manager
Travis Eynon	Josy Chavez, HR Specialist
Jorge Meza	David Lougee, ELL Director
Josiah Barron	Larry Glaze, MHES VP
Lesly Claustro-Sanguino	Vinny Stefani, Maintenance Director
	Stephanie Williams-Strege, STEAM
	Rick Cotterell, MHES Principal
Other:	Natalie Aufdermauer, Board/ Superintendent Secretary
	Bob Lorence, UHS Principal

A. CALL MEETING TO ORDER

Jon Lorence called the meeting to order at approximately 7:00pm. and then led the recitation of the Pledge of Allegiance

B. OPEN BUDGET HEARING

The budget hearing was opened at approximately 7:01 p.m.

C. PUBLIC INPUT

None

D. PRESENTATION

- Long Range Facility Planning Committee

E. APPROVE AGENDA

**Motion:** by Jon Lorence, to approve the agenda.

**Voting:** Unanimous

F. ACTION ITEMS

F.1 Consent Agenda - Minutes for May Board Meeting, HR Report, Disbursements and Financial Statements, Budget Committee Meeting Minutes May 18, 2022

**Motion:** by Travis Eynon, to approve the consent agenda.

**Voting:** Unanimous

F.2 Adopt Resolution #22-02 - Amend 2021-2022 Budget in Special Revenue Funds, for the fiscal year beginning July 1, 2021

**Motion:** by Josiah Barron, to Adopt Resolution #22-02 - Amend 2021-2022 Budget in Special Revenue Funds, for the fiscal year beginning July 1, 2021

**Voting:** Unanimous

F.3 Adopt Listed Policies

- DH - Loss Coverage
- GBL - Personnel Record
- IGBAF-AR Special Education Individualized Education Program
- IG BAG-AR - Special Education - Procedural Safeguards
- IG BB - Talented and Gifted Program
- JBA/GBN - Sexual Harassment
- Policies to Delete
  - GBLA - Disclosure of Information

**Motion:** by Lesly Claustro-Sanguino, to adopt and delete listed policies.

**Voting:** Unanimous

F.4 Approve Long Range Facility Plan

**Motion:** by Lesly Claustro-Sanguino, to approve long range facilities plan.

**Voting:** Unanimous

G. CLOSE BUDGET HEARING

With there being no public comments on the Budget Hearing. The Budget Hearing was closed at 7:57pm

H. ADOPT 2022-2023 BUDGET AND IMPOSE THE TAXES – Resolution

**Motion:** by Travis Eynon, ADOPT 2022-2023 BUDGET AND IMPOSE THE TAXES - Resolution.

**Voting:** Unanimous

I. DISCUSSIONS

Toby Cranston - Clarification on Long Range Facilities Plan.  
Comments on housing and growth.

J. OTHER/BOARD DISCUSSIONS

Lesly- Leftover bond money should go to safety improvements for district.

Jon- Safety Committee

Heidi- Discussed safety improvements.

Travis- Emphasized staff training and extreme vigilance.

Hedi- Starting next year a new policy for senior pictures is no posing on railroad tracks.

Based upon community concern.

Jon- Great graduation & 8th grade recognition ceremonies. So good to be back to normal.

## K. STAFF RECOGNITION

Nicole Silver – Play and Prom                      Clint Hill – Play

### Being a guide for probationary teachers-

Larry Glaze	Nicole Coyle	Melanie Johnston	Taunya Daniel	Dan Durfey
Rick Cotterell	Bob Lorence	Dee Lorence	April Dirksen	Jeff Collins
Ryan Humphrey	Tricia Lorence	Lupe Escovedo	Lupe Armenta	Amy Jewett Keith Gebers
Scott Bow	Tim Young	Debbie Tesch		
Christine Estrella	Caden Sipe	Kyle Sipe	Desirae Zamudio	
Kyra Hruza	Oscar Contreras		Corinne Funderburk	
Mary Buckallew				

## L. REPORTS

L.1 McNary Heights Elementary School –Nicole Coyle, Larry Glaze

Nicole- So many great end of year activities.

Larry- Thank you for the time I was able to spend at McNary.

L.2 Clara Brownell Middle School – Rick Cotterell, Ryan Humphrey

Rick- Busy end of year. Went out on the last day on a slip n' slide. Ryan thanks everyone for his time at the middle school.

L.3 Umatilla High School – Bob Lorence, April Dirksen, Scott Bow

Bob-We made it!

L.4 Maintenance - Vinny Stefani

Vinny- Thank you for approving the LRFP.

L.5 District – Stephanie Williams-Strege, Kim Gilsdorf, Heidi Sipe, David Lougee, Julie Hunt, Rikkilynn Starliper

Stephanie- Family night was awesome! 400+ kids in summer school.

David- Confirmed 400+ kids for summer school.

Heidi- Larry & Ryan - Thank you. It's been a great year. Having a great time in Denmark at LEGO Convention.

L.6 IMESD Talking Points - Report attached

## M. PUBLIC INPUT

Maria Sanchez - PTO (Parent Meetings) - Had 7 parents, others are signed up.

BRainstorming for family/parent nights, special dances and formal wear drives.

## N. ADJOURN

The meeting was adjourned at approximately 8:29pm

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Superintendent

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Chairman

## UMATILLA SCHOOL DISTRICT #6R

August 11, 2022

### Superintendent's Recommendation

#### **Hires:**

**Anna Saenz** - MHES 1st Grade Dual Language Teacher - Anna has a BS from Yakima Valley College in Education. Last year she was an Early Exit Intervention Teacher in Sunnyside, WA. This year she'll be joining our first grade Dual Language team at MHES. We're excited to welcome her!

**Jennifer Fuentes** - MHES 2nd Grade Teacher - Jennifer is a recent graduate of Eastern Oregon University and is currently enrolled in their MAT program. She has worked as an educational assistant for Umatilla's preschool during summer school and has been a preschool teacher in Hermiston. We're excited to have her join McNary on the 2nd grade team!

**Rebecca Guenther** - MHES ESL Teacher -Rebecca is a recent graduate of Eastern Oregon University where she studied Elementary Education with an Endorsement in ESOL. We're excited to have her join the ESL team at MHES!

**Brandon Quam** - CBMS/UHS Music Teacher - Brandon is a recent graduate from Eastern Washington University. He was very involved in their music program as a student. During his student teaching experience, he was able to gain experiences in both high school choir and middle school band. He grew up in the Tri-Cities and his wife will be teaching in Hermiston. We look forward to having him take over our music program.

**Audrey Tinnin** - CBMS Language Arts Teacher - Audrey just completed a teaching program in secondary language arts at EOU. She did her student teaching in Cove and Imbler, and all three of her mentor teachers gave excellent references. She was the captain of her high school cross country team, and she has experience coaching for youth running programs. She will be an excellent addition to the building and District.

**Logan Sinor** - MHES Behavior Specialist- Logan comes to us in the midst of her psychology program. She worked as an educational assistant last year and quickly demonstrated her skill and passion for student success. We're

excited to have her in this role and support her in continuing with her education and training as well.

**Arrik Russell** - CBMS.5 Careers Teacher - Arrik worked as a classified assistant in the CBMS careers room this past year. He covered the class a number of times on his own, and he did an excellent job. With a part-time opening in the same class this coming year, we are happy to see him step into the teaching role.

**Courtney Daniel** - CBMS Science Teacher - Courtney is a graduate of Umatilla High School and is currently enrolled in a teaching program at EOU. She has experience working directly with Umatilla students through the afterschool program and summer school. There is no doubt she has a long and bright future ahead teaching in Umatilla.

**Lauryn Journot** - MHES Kindergarten Teacher- A Umatilla alum who participated through our full grow-your-own program, Lauryn is an exciting addition to MHES. She is in the final stages of her EOU program and will be completing her student teaching in her classroom at MHES, where she also attended her elementary experience as a student.

**Wendy Ross** - MHES Special Education Teacher - Mrs. Ross completed her undergraduate Degree at George Fox University where she secured her BA in Social Behavioral Studies, in 2004. She graduated with a degree in Special Education, from Pacific University, in 2009. She has 11 years of Teaching Experience, and comes to us from Hermiston School District.

**Courtney Davis** - CBMS/UHS Roving Sub - Courtney is a graduate of UHS and has a bachelor's degree in health and wellness from EOU. She has experience working with children as a coach and swim instructor.

**Dorothy Estrada** - Alternative Education Teacher - Dorothy has long aspired to work in our alternative education center. As a classified assistant, she had the opportunity to work with students at the alt center this past year, and she loved it! She has a lot of great ideas to get students more engaged and improve outcomes for some of our most challenging students at CBMS and UHS, and we are excited to help her get them up and running.

**Michael Storagee** - Middle School Social Studies - Michael has a bachelor's degree in social studies from Western Oregon University, and he is coming to CBMS to make his teaching debut. Originally from Hermiston, Michael was

raised by a teacher and vowed he would never go into the profession; luckily for us, he changed his mind.

**Mindy Mele** - Middle School Counseling - Mindy has a bachelor's degree in psychology from EOU, and she will begin her school-counseling program this coming year. She has taught preschool for Head Start and done family training with DHS. Her children attend school in Umatilla, and she is excited to work with our students to build bridges to successful futures!

**Hires: Classified**

**Xander Doty-Harsh** - Custodial

**Sydney Julio** - Custodial

**Cecilia Cardenas** - Educational Assistant

**Maritza Torres** - Educational Assistant

**Bianca Placencia** - Educational Assistant

**Marilyn Perry** - Educational Assistant

**Issac Sanchez** - Educational Assistant

**Stephanie Payne** - Educational Assistant

**Leslie Chavez** - Educational Assistant

**Kayli Johnson** - Educational Assistant

**Crystal Garcia** - Educational Assistant

**Vicky Veliz** - Special Education Assistant

**Kristen Wortman** - Special Education Assistant

**Cassidy Hopper** - Special Education Assistant

**Jose Arellano** - Special Education Assistant

**Jawea Sandelin** - Special Education Assistant

**Bailee DeBord** - Special Education Assistant

**Sarah Waggoner** - Roaming Substitute

**Hires: Coaches**

**Steven Williams** - Junior Varsity Boys Basketball - he has been coaching basketball at the youth level for many years and has been a football coach for us for the last 6 years. He has been able to work with his schedule to expand his coaching and has had a passion for getting into basketball.

**Meagan Selis** - CBMS Volleyball Coach

**Resignations:**

**Matt Coe** - CBMS Science

**Danielle MacBride** - CBMS/UHS Roving Substitute Teacher

**Resignations Not Accepted Until the 60 Day Notice Period is Complete:**

**Edith Velasco**- Resigned 8/11/2022. She has been informed of the requirement for 60 days notice. If 60 days of service is not completed, Board approves TSPC action for lack of 60 day requirement.

**Retirement:**

**David Dever** - HS Teacher

David N Dever  
1000 S Hwy 395 PMB153  
Hermiston, OR 97838  
(541) 567-0458

June 9, 2022

Heidi Sipe, Superintendent  
Bob Lorence, Principal  
Umatilla School District  
1001 6<sup>th</sup> Street  
Umatilla, OR 97882

Dear Heidi and Bob,

After much prayer and consideration, I will be retiring from the Umatilla School District effective August 1, 2022. With this letter, I would like to express my sincere appreciation for your support and guidance in my teaching career.

I have thoroughly enjoyed sharing my teaching skills and manufacturing experience with the students. With my retirement letter, I would like to thank all my co-workers and staff teachers for their assistance and motivation throughout my teaching career.

I plan to make myself available to substitute teach as the district needs.

Sincerely,

David Dever

**Umatilla School District #6R**  
**Financial Update**  
**June 2022**

The following Financial Update highlights the significant transactions for the Umatilla School District for the month:

**General Fund Highlights:**

- The General Fund collected the following:
  - Current & Prior year taxes, \$79,015
  
- A copy of the check register is attached for your review. Current month obligation checks totaled \$520,938.36. Some of the larger expenditures include:

Amazon – Summer school/STEAM supplies

Banner Bank – Professional development travel expenses, STEAM supplies

Camp Elkanah – Outdoor School

Cascade Athletic Supply – new bleacher sets and athletic equipment & supplies

Community Counseling Solutions - counseling services (Feb – June 2022)

Hogstad, Thomas – Building maintenance consulting services

InterMountain ESD – Virtual Learning Academy (2<sup>nd</sup> Semester services)

Mid Columbia Bus Co., Inc. – May and June transportation

Pro Acoustics – new gym sound system at CBMS

**Other Notes:**

**UMATILLA SCHOOL DISTRICT 6R General Fund**  
**Statement of 2021-2022 Anticipated Revenue**

6/30/2022

Account	Budget	YTD Revenue	Anticipated	Total	+/(-) Budget
1111 Current Year's Levy*	\$ 3,590,000	\$ 4,246,175	-	\$ 4,246,175	\$ 656,175
1112 Prior Years' Levy*	60,000	98,396	-	98,396	38,396
1113-1190 County Sales Tax-Pytm in Lieu	300	12,212	-	12,212	11,912
1500 Earnings on Investments	40,000	36,013	0	36,013	(3,987)
1710 Admissions	2,000	-	-	-	(2,000)
1920 Contributions & Donations	500	6,681	-	6,681	6,181
1941 Svc Oth Dist Within State	25,000	-	-	-	(25,000)
1990 Miscellaneous (Includes Recovery)	35,000	107,425	-	107,425	72,425
2101 County School Fund*	35,000	44,849	-	44,849	9,849
2199 Other Intermediate Sources	-	7,928	-	7,928	7,928
3101 State School Support Fund*	12,350,000	12,570,250	0	12,570,250	220,250
<i>BSSF - 2020-21 Adjustment</i>	-	(46,652)	(0)	(46,652)	(46,652)
3103 Common School Fund*	135,000	147,332	-	147,332	12,332
3299 Restricted State Other Grants	-	5,905	-	5,905	5,905
4500 Restricted Fed Govt thru State	-	10,500	-	10,500	10,500
4700 Federal Grants Thru Other Agencies	-	-	-	-	-
4801 Federal Forest Fees*	-	2,830	-	2,830	2,830
5000 Other Sources	-	8,586	-	8,586	8,586
<b>Total Revenue</b>	<b>\$ 16,272,800</b>	<b>\$ 17,258,429</b>	<b>\$ 0</b>	<b>\$ 17,258,429</b>	<b>\$ 985,629</b>
5400 Beginning Fund Balance	3,500,000	3,978,140	-	3,978,140	478,140
<b>TOTAL RESOURCES</b>	<b>\$ 19,772,800</b>	<b>\$ 21,236,569</b>	<b>\$ 0</b>	<b>\$ 21,236,569</b>	<b>\$ 1,463,769</b>

\* Local Revenue included within state formula.

**PROJECTED ENDING FUND BALANCE CALCULATION**

Revenues	\$ 17,258,429
Expenditures (Actual, not audited)	<b>16,633,614</b>
Revenues Over (Under) Expend.	624,816
Beginning Fund Balance - AUDITED	<u>3,978,140</u>
Projected Ending Fund Balance	<u><b>4,602,955</b></u>
Unappropriated Ending Fund Balance	\$ -

**Basic School Support Estimate**

2021-2022 BSSF Estimate as of June 24, 2021	
1,400 ADMr	12,403,051
2021-2022 BSSF Estimate as of Nov. 2, 2021	
1,400 ADMr	12,818,797
2021-2022 BSSF Estimate as of Mar. 24, 2022	
1,362 ADMr	12,550,315
2021-2022 BSSF Estimate as of Apr. 28, 2022	
1,362 ADMr	12,588,812

**Historical Expenditure Review**

Expenditures 2022	16,633,614	Actual, not audited
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UMATILLA School District 6R  
Statement of 2021-2022 Anticipated Expenditures

6/30/2022

Cost Center	Budget	Encumbrances	YTD Expenditures	Free Balance
1111 Elementary (MHES)	\$ 4,097,183	\$ -	\$ 3,772,178	\$ 325,005
1121 CBMS Middle School	1,713,478	-	1,417,052	296,426
1122 CBMS Extra Curricular	70,999	-	59,785	11,214
1131 Umatilla High School	2,422,751	-	2,145,457	277,294
1132 Umatilla HS Extra Curricular	366,592	-	361,228	5,364
1210 TAG Program	6,928	-	7,335	(407)
1250-1259 Special Education/Spec. Ed. Life Skills	1,827,567	-	1,401,248	426,319
1271 Remediation	101,158	-	70,434	30,724
1291 ELL Program	1,289,757	-	945,232	344,525
1430 UHS Summer School	9,192	-	-	9,192
1460 Special Programs Summer	21,488	-	-	21,488
2114 Student Accounting	167,596	-	190,785	(23,189)
2115 Student Safety	6,225	-	3,582	2,643
2120 Guidance Counseling	417,164	-	513,779	(96,615)
2130 Health Services	500	-	14,239	(13,739)
2140 Psychological Services	15,000	-	11,690	3,310
2220 Educational Media Services	237,711	-	165,002	72,709
2230 Assessment & Testing	113,380	-	135,130	(21,750)
2240 Staff Development	382,293	-	73,099	309,194
2310-2321 Board/Superintendent	657,270	-	629,533	27,737
2410 Office of Principal	1,318,165	-	1,173,074	145,091
2520 Fiscal Services	248,490	-	219,026	29,464
2540 Plant Operations & Maintenance	2,183,988	-	1,757,204	426,784
2550-2558 Student/ Spec Ed. Transportation	712,000	-	840,006	(128,006)
2630-2639 Volunteer Programs/Other Info. Services	53,693	-	17,829	35,864
2640 HR Staff Services	67,125	-	71,325	(4,200)
2645-2649 Health Services/Other Staff Services	10,000	-	8,404	1,596
2660 Technology Services	424,510	-	461,501	(36,991)
2680 Interpret/Translation Services	900	-	759	141
3300 Community Services	2,697	-	2,697	-
6000 Contingencies	662,000	-	-	662,000
<b>Total Expenditures</b>	<b>19,607,800</b>	<b>-</b>	<b>16,468,614</b>	<b>3,139,186</b>
Transfer of Funds	165,000	-	165,000	-
Unappropriated Ending Fund Balance	-	-	-	-
<b>TOTAL</b>	<b>\$ 19,772,800</b>	<b>\$ -</b>	<b>\$ 16,633,614</b>	<b>\$ 3,139,186</b>

FUNCTION	Budget	Encumbrances	YTD Expenditures	Free Balance
1000 Instructional Services	\$ 11,927,093	-	\$ 10,179,950	\$ 1,747,143
2000 Support Services	7,016,010	-	6,285,967	730,043
3000 Community Services	2,697	-	2,697	-
5000 Transfer of Funds	165,000	-	165,000	-
6000 Contingency	662,000	-	-	662,000
<b>Total Expenditures</b>	<b>19,772,800</b>	<b>-</b>	<b>16,633,614</b>	<b>3,139,186</b>
7000 Fund Balance	-	-	-	-
<b>TOTAL</b>	<b>\$ 19,772,800</b>	<b>\$ -</b>	<b>\$ 16,633,614</b>	<b>\$ 3,139,186</b>

OBJECTS	Budget	Encumbrances	YTD Expenditures	Free Balance
100 Salaries	\$ 8,612,556	\$ -	\$ 7,783,284	\$ 829,272
200 Payroll Taxes & Benefits	6,864,582	-	5,421,141	1,443,441
300 Purchased Services	2,176,904	-	2,009,705	167,199
400 Supplies and Materials	980,088	-	877,532	102,556
500 Capital Outlay	62,500	-	137,370	(74,870)
600 Other Objects	249,170	-	239,581	9,589
700 Interfund Transfers	165,000	-	165,000	-
800 Contingency	662,000	-	-	662,000
<b>Total Expenditures</b>	<b>19,772,800</b>	<b>-</b>	<b>16,633,614</b>	<b>3,139,186</b>
Unappropriated Ending Fund Balance	-	-	-	-
<b>TOTAL</b>	<b>\$ 19,772,800</b>	<b>\$ -</b>	<b>\$ 16,633,614</b>	<b>\$ 3,139,186</b>

Umatilla SD Other Funds - 2021-2022

EXPENDITURES

Fund	Description	Budget	Encumbrances	YTD Expenditures	Free Balance
203	CTE Career Pathways	22,000	-	-	22,000
204	Umatilla Sports Complex	32,610	-	-	32,610
206	Medicaid Claiming	93,440	-	-	93,440
207	SB 1149	43,500	-	40,001	3,499
210	ECIA Title I	509,495	-	466,034	43,461
211	Title IA ESSA	69,050	-	-	69,050
212	ECIA Title IIA	71,000	-	70,957	43
214	ECIA Title III	58,900	-	52,757	6,143
216	Title IVA Safe & Drug Free Schools	35,000	-	8,200	26,800
217	21st CCLC	740,593	-	576,498	164,095
218	Outdoor School	48,000	-	24,221	23,779
219	Title VIB REAP	32,262	-	32,262	-
221	Title 1C Migrant Ed	44,995	-	41,350	3,645
223	Children's Reading Foundation	3,201	-	-	3,201
224	IDEA	95,850	-	81,172	14,678
227	Gear Up Grant	46,700	-	29,437	17,263
230	CARES Act (ESSER I/CDL)	105,000	-	96,366	8,634
235	ESSER II Funds	956,925	-	896,742	60,183
236	ESSER III Funds	1,120,000	-	635,341	484,659
239	HS Success Grant	371,041	-	373,318	(2,277)
243	OR First Robotics Grant	20,000	-	5,500	14,500
250	Child Nutrition Fund	1,939,527	-	1,043,723	895,804
251	Farm to School Grant	35,000	-	26,536	8,464
255	Student Investment Acct (SIA)	1,185,000	-	995,606	189,394
258	Youth Transition Program Grant	121,660	-	74,571	47,089
259	Summer Academic Support Grant	432,800	-	279,760	153,040
261	Education Project Grant	18,500	-	-	18,500
267	OR Healthy Schools Grant	35,000	-	3,139	31,861
284	Daycare Center	60,000	-	46,996	13,004
285	MHES ASB	50,000	-	-	50,000
290	CBMS ASB	50,000	-	-	50,000
295	UHS ASB	235,000	-	-	235,000
299	Miscellaneous Grants	105,000	-	23,229	81,771
302	Debt Service	1,050,000	(0)	1,048,247	1,754
303	PERS UAL Debt Service	15,524,596	-	897,375	14,627,221
451	Capital Projects Fund	165,050	-	80,311	84,739
452	2016 GO Bond Capital Projects Fund	138,500	-	65,892	72,608
453	Construction Excise Tax	300,000	-	-	300,000
	<b>Total Expenditures</b>	<b>\$ 25,965,195</b>	<b>\$ (0)</b>	<b>\$ 8,015,540</b>	<b>\$ 17,949,655</b>

RECAP

Fund	Description	Beginning Balance	YTD Receipts	Expenditures	Ending Balance
203	CTE Career Pathways	(2,933)	2,933	-	-
204	Umatilla Sports Complex	3,308	-	-	3,308
206	Medicaid Claiming	3,420	-	-	3,420
207	SB 1149	7,226	38,978	40,001	6,204
210	ECIA Title I	-	466,034	466,034	-
211	Title IA ESSA	-	-	-	-
212	ECIA Title IIA	(28,672)	99,629	70,957	-
214	ECIA Title III	(24,494)	77,251	52,757	-
216	Title IVA Safe & Drug Free Schools	-	8,200	8,200	-
217	21st CCLC	(117,034)	540,374	576,498	(153,158)
218	Outdoor School	(29,700)	29,722	24,221	(24,199)
219	Title VIB REAP	-	32,262	32,262	-
221	Title 1C Migrant Ed	-	41,350	41,350	-
223	Children's Reading Foundation	3,200	-	-	3,200
224	IDEA	-	81,172	81,172	-
227	Gear Up Grant	(8,460)	35,558	29,437	(2,339)
230	CARES Act (ESSER/CDL)	(7,192)	103,558	96,366	-
235	ESSER II Funds	(92,822)	979,770	896,742	(9,794)
236	ESSER III Funds	-	386,517	635,341	(248,824)
239	HS Success Grant	(8,528)	381,851	373,318	6
243	OR First Robotics Grant	3,000	2,500	5,500	-
250	Child Nutrition Fund	381,078	1,277,311	1,043,723	614,666
251	Farm to School Grant	730	17,006	26,536	(8,800)
255	Student Investment Acct (SIA)	1,401	1,184,278	995,606	190,073
258	Youth Transition Program Grant	(1,727)	85,681	74,571	9,383
259	Summer Academic Support Grant	(47,383)	327,143	279,760	-
261	Education Project Grant	17,936	104	-	18,040
267	OR Healthy Schools Grant	(1,172)	1,172	3,139	(3,139)
284	Daycare Center	42,310	64,278	46,996	59,591
285	MHES ASB	29,881	-	-	29,881
290	CBMS ASB	13,642	-	-	13,642
295	UHS ASB	124,097	-	-	124,097
299	Miscellaneous Grants	(3,147)	30,060	23,229	3,684
302	Debt Service	140,546	1,050,896	1,048,247	143,195
303	PERS UAL Debt Service	89,722	955,058	897,375	147,405
451	Capital Projects Fund	(480,712)	539,399	80,311	(21,624)
452	2016 GO Bond Capital Projects Fund	92,253	41,180	65,892	67,542
453	Construction Excise Tax	-	97,973	-	97,973
	<b>Total Resources</b>	<b>\$ 99,775</b>	<b>\$ 8,979,199</b>	<b>\$ 8,015,540</b>	<b>\$ 1,063,434</b>

\* Balances are Audited.

UMATILLA SCHOOL DISTRICT 6R  
Monthly Revenue and Expenditure Summary

GENERAL FUND

2021-2022

ACCT #	SOURCE	BUDGET	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	Over/(Under)
<b>RESOURCES</b>																
1111	Current Year Taxes	3,590,000	-	-	-	17,460	3,818,124	136,100	23,279	85,181	19,632	13,500	58,327	74,572	4,246,175	656,175
1112	Prior Year Taxes	60,000	17,975	18,802	5,963	4,579	13,906	12,264	3,491	6,021	2,406	2,759	5,788	4,443	98,396	38,396
113-119	County Sales Tax-Pymt in Lieu	300	-	-	-	-	-	-	-	135	-	-	-	12,077	12,212	11,912
1500	Interest on Investments	40,000	2,272	2,417	2,280	1,818	2,124	2,857	2,886	2,613	3,408	4,046	4,883	4,408	36,013	(3,987)
1710	Admissions	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(2,000)
1920	Contributions	500	-	-	3,381	-	-	-	-	-	2,200	-	600	500	6,681	6,181
1941	Svc Oth Dist Within State	25,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(25,000)
1990	Miscellaneous	35,000	11,639	3,793	15,747	6,201	2,414	2,870	24,554	1,877	10,267	-	1,517	26,547	107,425	72,425
2101	County School Funds	35,000	-	-	-	-	-	-	-	44,849	-	-	-	-	44,849	9,849
2199	Other Intermediate Sources	-	-	-	-	-	3,189	-	-	2,312	-	-	2,427	-	7,928	7,928
3101	State School Support	12,350,000	2,067,589	1,092,738	1,033,174	1,033,174	1,067,806	1,067,806	1,067,806	1,067,806	1,067,806	1,022,087	991,207	(8,749)	12,570,249	220,249
	2020-21 BSSF Reconciliation												(46,652)		(46,652)	(46,652)
3103	Common School Fund	135,000	71,133	-	-	-	-	-	76,199	-	-	-	-	-	147,332	12,332
3299	Other Restricted Grants-in-Aid	-	-	-	1,664	-	-	-	-	-	-	-	-	4,241	5,905	5,905
4500	Restricted Fed thru State	-	-	-	-	-	-	-	-	-	6,000	-	4,500	-	10,500	10,500
4700	Federal Grants thru Other Agencies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4801	Federal Forest Fees	-	-	-	-	-	-	-	-	2,830	-	-	-	-	2,830	2,830
5000	Other Sources	-	-	-	-	-	-	8,586	-	-	-	-	-	-	8,586	8,586
	<b>Total Revenue</b>	16,272,800	2,170,608	1,117,750	1,062,209	1,063,231	4,907,562	1,230,484	1,198,215	1,213,624	1,111,719	1,042,393	1,022,597	118,039	17,258,429	985,629
5400	Beginning Fund Balance	3,500,000	3,978,140	-	-	-	-	-	-	-	-	-	-	-	3,978,140	478,140
	<b>Total Resources</b>	19,772,800	6,148,747	1,117,750	1,062,209	1,063,231	4,907,562	1,230,484	1,198,215	1,213,624	1,111,719	1,042,393	1,022,597	118,039	21,236,568	1,463,768
<b>REQUIREMENTS</b>																
100	Salaries	8,612,556	136,497	157,074	628,390	646,133	680,534	636,446	636,192	643,484	652,202	609,634	646,004	1,710,694	7,783,284	829,272
200	Benefits	6,864,582	110,578	115,656	415,267	450,102	403,767	414,133	416,150	437,429	429,920	395,130	423,293	1,409,715	5,421,141	1,443,441
300	Purchased Services	2,176,904	58,061	229,547	71,396	169,952	139,578	171,968	222,810	130,414	185,862	159,225	187,873	283,020	2,009,706	167,198
400	Supplies & Materials	980,088	128,299	85,846	145,379	95,746	46,357	55,446	61,584	39,019	33,856	27,273	72,706	86,022	877,532	102,556
500	Capital Outlay	62,500	-	5,935	50,779	18,289	-	15,201	13,527	-	-	-	22,769	10,870	137,370	(74,870)
600	Other Objects	249,170	192,470	27,243	5,272	2,428	5,111	1,183	946	1,210	636	1,751	659	671	239,581	9,589
720	Transfers	165,000	-	-	-	-	-	-	-	-	-	-	-	165,000	165,000	-
800	Contingency	662,000	-	-	-	-	-	-	-	-	-	-	-	-	-	662,000
	<b>Total Expenditures</b>	19,772,800	625,904	621,302	1,316,483	1,382,651	1,275,347	1,294,377	1,351,208	1,251,557	1,302,477	1,193,013	1,353,304	3,665,993	16,633,615	3,139,185
<b>Monthly Fund Balance</b>		0	5,522,844	496,448	(254,274)	(319,420)	3,632,215	(63,893)	(152,993)	(37,932)	(190,758)	(150,621)	(330,707)	(3,547,954)	4,602,954	
<b>Accumulated Fund Balance</b>		0	5,522,844	6,019,291	5,765,017	5,445,597	9,077,812	9,013,919	8,860,926	8,822,993	8,632,235	8,481,615	8,150,907	4,602,954	4,602,954	
<b>% of Budgeted Resources</b>			31.10%	5.65%	5.37%	5.38%	24.82%	6.22%	6.06%	6.14%	5.62%	5.27%	5.17%	0.60%	107.40%	
<b>% of Budgeted Requirements</b>			3.17%	3.14%	6.66%	6.99%	6.45%	6.55%	6.83%	6.33%	6.59%	6.03%	6.84%	18.54%	84.12%	

**Umatilla School District 6R**  
**BOARD REPORT**  
**June 2022**

VENDOR		DETAIL	AMOUNT	FUND
1	3rd Generation Farms	Produce	\$ 1,476.60	251
2	A.J.'S Printed Apparel	T-Shirts	\$ 140.00	
3	Accelerate Learning	Virtual Science	\$ 1,800.00	210
4	Act, Inc.	Workkeys Testing	\$ 64.00	
5	Allstream	Long Distance	\$ 251.54	
6	Amazon	Sports Equipment; Steam Supplies; Dash Cams; Games; Storage Cabinets: Drones; Decorations; Snacks; Storage Bins; Calming Room Supplies; Furniture; Robotics Supplies; Party Supplies; Books	\$ 10,766.33	100; 217; 218; 235; 239; 258
7	Audio Enhancement	Li-On Battery	\$ 346.40	
8	Banner Bank	STEAM Supplies; Bowling; Inflatable Gym Rental; Shelving; Meals; Door Locks; Adobe; Netflix; Zoom; Flowers; Fingerprinting; Lodging; Sports Equipment;	\$ 8,813.49	100; 217; 239; 255
9	Bivins, Courtney	Steam Supplies	\$ 5.68	217
10	Boise State MBB	Summer Basketball Camp	\$ 3,260.00	235
11	Brightbytes, Inc.	Early Insights Suite	\$ 9,250.00	
12	Burgess, Jessica	Lab Supplies	\$ 78.35	
13	Camp Elkanah	Outdoor School Services	\$ 18,920.00	218
14	Carrillo, Samantha	Summer School Supplies	\$ 100.91	235
15	Cart and Can	Dairy/Milk Purchases	\$ 10,179.83	250
16	Cascade Athletic Supply	Shot Put; Pacer Pole Tips; Safety Max Collar; Practice Foam Bar; Stackhouse Crossbar; Floor Tape; Scoreboards; FB Kicking Net; Soccer Ball Bag; Ball Cleaning; Volleyball Cart; Soccer Balls; Volleyballs; Team Bags; Bleachers	\$ 14,924.51	
17	Cascade Fire Protection	Fire Sprinkler Inspection	\$ 2,230.00	
18	Cascade Natural Gas	Natural Gas	\$ 2,113.28	100; 250
19	Centurylink	Telephone	\$ 1,125.35	
20	Character Strong	Development Curriculum	\$ 3,498.00	
21	Chavez, Josy	COSA Per Diem	\$ 69.00	
22	Chem-Aqua, Inc.	UHS Water Treatment	\$ 277.13	
23	CIT Technology	Riso Copier Lease	\$ 260.51	
24	City of Umatilla	Water/Sewer/Garbage	\$ 6,610.23	100; 250
25	Coleman Oil	Gas/Diesel	\$ 1,103.62	100; 258
26	Columbia Harvest Foods	Food/Supplies	\$ 511.45	100; 235; 250; 258
27	Columbia River Health	Counseling	\$ 27.00	255
28	Committee for Children	Second Step Subscription	\$ 2,329.00	
29	Community Counseling Solutions	Counseling Services (February - June 2022)	\$ 24,700.00	255
30	Contreras-Leal, Oscar	First Aid Supplies	\$ 55.43	218
31	Cotterell, Richard	Meals; Mileage; Lodging; Per Diem	\$ 1,836.46	100; 218
32	Coyle, Ian	Mileage / Field Day	\$ 46.22	
33	Crossroads Truck Stop	Gift Card - Wellness Challenge	\$ 25.00	267
34	Crown Paper & Janitorial	Janitorial Supplies	\$ 5,106.40	
35	CRS Mini Storage	STEAM Storage Rental	\$ 54.00	217
36	Dahlin, Lisa	STEAM Supplies	\$ 118.61	217
37	Daniel, Taunya	Books for Kids	\$ 198.00	
38	Desert Springs Bottled Water	Water/Cooler Rent/Delivery	\$ 80.00	
39	Devore, Karen	TSPC License Expedite Fee	\$ 194.00	
40	Duke's Auto Plus	Food Van Repairs	\$ 185.00	250
41	Eastbay	Sports Clothing	\$ 9,860.38	
42	Eastern Oregon University	Early College Credits	\$ 525.00	
43	EO Media Group	Notice of Budget Hearing Publication	\$ 567.00	
44	Estrella, Christine	Games	\$ 12.30	235
45	Garrett Hemann Roberts	Work Env Invest	\$ 875.00	
46	Glaze, Larry	Per Diem/Milage/Lodging COSA Seaside	\$ 1,251.50	
47	Herff Jones LLC	Diplomas	\$ 532.80	
48	Hermiston Auto Parts	Battery	\$ 169.99	
49	High Pockets Coffee Co.	Odin's Coffee Supplies	\$ 47.34	258
50	Hogstad, Thomas G	Building Maintenance Consulting Services	\$ 2,025.00	
51	Home Depot	Industrial Arts/ Maintenance/Robotics Supplies	\$ 1,414.91	100; 217; 235
52	Humphrey, Shari	Fishing Licenses for Students	\$ 64.00	
53	Hunt, Julie	Mileage Reimbursement	\$ 38.26	
54	Hyatt House Denver	SRO Conference	\$ 1,762.74	255
55	Intermountain ESD	Toner; Bandages; Smart Folio; TV Stand; USB-C Portable Docking Station; Television; iPad Mini; Mac Book Pro; Virtual Learning; Nursing Services	\$ 74,346.22	100; 235
56	Inland Development	Telecommunications	\$ 237.21	
57	Java Junkies	Gift Cards - Wellness Challenge	\$ 75.00	267
58	Jepsen, Margaret	Tuition Reimbursement	\$ 113.50	
59	Jimmy's Johns	Porta Potty Rentals	\$ 225.00	
60	Johnson Controls	Controls Maintenance	\$ 3,310.08	
61	Johnston, Melanie	Holiday Cookies	\$ 84.32	
62	Kelley Connect	Copies (5 months - new owner catching up)	\$ 9,573.94	
63	KIE Supply	Irrigation Supplies	\$ 450.31	
64	Kik-Whitbeck, Chelsea	Student Oregon ID Cards	\$ 89.00	258
65	Klucas, Robin	Tuition Reimbursement	\$ 336.00	

VENDOR	DETAIL	AMOUNT	FUND
66 Laurence, Karen	Tuition Reimbursement	\$ 1,100.00	
67 Leaf Capital Funding	Kyocera Copier Lease	\$ 146.80	
68 Ledbetter's Refrigeration	Cooler & Freezer Repair	\$ 1,115.30	250
69 Les Schwab	Vehicle Service	\$ 96.99	
70 Levy, Janice	Counseling	\$ 1,000.00	255
71 Lougee, David	Postage/Summer School	\$ 8.00	235
72 Maple Moose Coffee	Gift Cards - Wellness Challenge	\$ 75.00	267
73 Acapulco Food Truck	Family Night Meals	\$ 3,060.00	
74 McMillan, Katie	Para Training Snacks	\$ 64.00	
75 Mid Columbia Bus	Student Transportation (May and June 2022)	\$ 147,602.53	100; 217
76 Morfin-Mendoza, Ramon	Mileage Reimbursement	\$ 14.39	100; 267
77 Mountaineer Football Camp	Deposit	\$ 500.00	235
78 NBC Basketball Camp	Summer Basketball Camp	\$ 4,410.00	235
79 NW Regional Education Dist	Background Checks	\$ 934.75	
80 Nygren, Holly	San Diego Trolley Tour	\$ 184.00	
81 Oxford Inn & Suites	Lodging - Missoula Childrens Theater	\$ 2,848.76	217
82 Pacific Coast Signs	Printer Supplies	\$ 2,499.19	
83 Pacific Power	Electricity	\$ 19,220.05	
84 Pro Acoustics	Gym Sound System (Clara Brownell MS)	\$ 10,870.27	
85 RDO Equipment	Equipment Rental	\$ 622.62	
86 Riddell	Annual Helmet Recertification	\$ 1,603.72	
87 Ridings, Kristina	Supplies for End of Year Event	\$ 9.68	217
88 Riverhouse, LLC	OSBA Conference Lodging	\$ 239.47	
89 Robinson, Amy	Promotion Snacks	\$ 160.82	
90 Russell, Teresa	Para Training Meals	\$ 268.45	
91 Sanitary Disposal	Garbage Disposal	\$ 107.19	
92 Savvas Learning Company	99 More Ideas and Activities	\$ 437.40	
93 School Specialty	2 Part Receipt Book	\$ 89.92	
94 Sherwin Williams	Painting Supplies	\$ 721.60	
95 Shilo Inn	OSBA Conference Lodging	\$ 4,369.78	
96 Simplot Grower Solutions	Fertilizer Supplies	\$ 1,423.50	
97 Simply Divine Salon	Gift Cards - Wellness Challenge	\$ 400.00	267
98 Smitty's Ace Hardware	Industrial Arts/ Maintenance Supplies	\$ 1,141.80	
99 State of Oregon Employment Div	Unemployment Benefits	\$ 358.48	
100 Stoel Rives LLP	Professional Services	\$ 297.50	
101 Strongmind, Inc.	Strongmind SEL	\$ 2,100.00	
102 Terjeson, Steve	Storage Unit Rental	\$ 150.00	
103 The Bridge Bistro	Gift Cards - Wellness Challenge	\$ 50.00	267
104 TK Elevator	UHS Elevator Maintenance	\$ 1,165.00	
105 Tortilleria Y Tienda	Tamales	\$ 3,632.30	251
106 US Bank Equipment Finance	Kyocera Copier Lease	\$ 1,167.97	
107 Umatilla Child Nutrition	Meals & Snacks	\$ 1,146.04	100; 218
108 United Salad	Food Supplies / Produce	\$ 7,047.40	250
109 URM Stores	Food Supplies	\$ 298.97	258
110 US. Foods	Food/Supply Purchases	\$ 48,381.75	350
111 Verizon Wireless	Cell Phones; Licenses	\$ 1,982.12	100;235
112 Viking Productions	T-Shirts	\$ 1,735.20	100; 217; 218
113 Wagner, Tammy	Daycare Supplies	\$ 74.21	239
114 West Extension Irrigation Dist	Irrigation Fees 2nd Half 2022	\$ 214.50	
115 Wilbur-Ellis Company	Turf Herbicides	\$ 1,605.58	
116 Young, Timothy	Zoo Trip	\$ 1,067.23	

**TOTAL**

**\$ 520,938.36**

Fund 203-Career Pathways Grant	Fund 236-ESSER III Funds
Fund 204-Umatilla Sports	Fund 239 - Measure 98
Fund 205-ORTOP	Fund 243-Oregon FIRST Robotics Program
Fund 206-Medicaid Administration	Fund 250-Food Service
Fund 207-SB-1149	Fund 251-Farm to School
Fund 210-Title IA Improving Basic	Fund 255-Student Investment Account
Fund 211-Title IA - ESSA	Fund 258-Youth Transition (YTP)
Fund 212-Title IIA-PTR	Fund 259-Summer Academic Support Grant
Fund 214-Limited English Prof.	Fund 261-State Education Project (Lottery)
Fund 216-Title IVA - Safe & Drug Free	Fund 267-OR Healthy Schools Grant
Fund 217-21st CCLC	Fund 284-Daycare Center
Fund 218 - Outdoor School Education	Fund 285-Elementary A S B (MHES)
Fund 219-Title VIB - Rural Low	Fund 290-Middle A S B (CBMS)
Fund 221-Title 1C Migrant	Fund 295-High A S B (UHS)
Fund 223-Children's Reading	Fund 299-Miscellaneous
Fund 224-I.D.E.A.	Fund 302-Debt Service - High School
Fund 225-Special Ed. I.D.E.A.	Fund 303-Debt Service - PERS UAL
Fund 227-Gear Up!	Fund 451-Capital Projects
Fund 230-Cares (ESSER I/CDL)	Fund 452-2016 GO Bond Capital Projects
Fund 235-ESSER II Funds	Fund 453-Construction Excise Tax

**Umatilla School District #6R**  
**Financial Update**  
**July 2022**

The following Financial Update highlights the significant transactions for the Umatilla School District for the month:

**General Fund Highlights:**

- The General Fund collected the following:
  - Basic School Support, \$2,063,146 (2022-23 School Year)
  - Common School Fund, \$76,199
  
- A copy of the check register is attached for your review. Current month obligation checks totaled \$333,210.43. Some of the larger expenditures include:

Carruth Compliance Consulting – annual renewal fee for supplemental retirement plan

CSW Investigations – Investigation services

Frontline Technologies – Annual renewal of absence & substitute management system

Hogstad, Thomas – Building maintenance consulting services

MI Mathematics & Leadership – Instructional Math resources for teachers

Northwest Installation – Maintenance & repairs of gym bleachers/backstops at all 3 school buildings

NWEA – Annual renewal of MAPS (student assessment)

PACE – Annual renewal of auto and property insurance

PBS Engineering – Asbestos management module subscription (grant funded)

PowerSchool – Annual renewal SIS (student information system)

**Other Notes:**

From February 2020 flood event, final FEMA payment (75% reimbursement) arrived June 30; then in July, FEMA notified District of additional 15% reimbursement. All signed documents have been returned and expect those additional funds any time, nearly \$75,000.

Preparing for audit and reconciling grant funds. Auditors will be present at District Office the week of September 19.

**UMATILLA SCHOOL DISTRICT 6R General Fund**  
**Statement of 2022-2023 Anticipated Revenue**

7/31/2022

Account	Budget	YTD Revenue	Anticipated	Total	+/(-) Budget
1111 Current Year's Levy*	\$ 4,300,000	\$ -	4,300,000	\$ 4,300,000	\$ -
1112 Prior Years' Levy*	75,000	-	75,000	75,000	-
1113-1190 County Sales Tax-Pymt in Lieu	300	-	300	300	-
1500 Earnings on Investments	40,000	6,392	29,621	36,013	(3,987)
1710 Admissions	2,000	-	-	-	(2,000)
1920 Contributions & Donations	500	465	35	500	-
1941 Svc Oth Dist Within State	25,000	-	-	-	(25,000)
1990 Miscellaneous (Includes Recovery)	35,000	1,823	33,177	35,000	-
2101 County School Fund*	35,000	-	35,000	35,000	-
2199 Other Intermediate Sources	-	-	-	-	-
3101 State School Support Fund*	12,200,000	2,063,146	10,311,854	12,375,000	175,000
3103 Common School Fund*	135,000	76,199	78,801	155,000	20,000
3299 Restricted State Other Grants	-	-	-	-	-
4500 Restricted Fed Govt thru State	-	8,546	-	8,546	8,546
4700 Federal Grants Thru Other Agencies	-	-	-	-	-
4801 Federal Forest Fees*	-	-	-	-	-
5000 Other Sources	-	-	-	-	-
<b>Total Revenue</b>	<b>\$ 16,847,800</b>	<b>\$ 2,156,571</b>	<b>\$ 14,863,788</b>	<b>\$ 17,020,359</b>	<b>\$ 172,559</b>
5400 Beginning Fund Balance	4,734,300	4,621,843	-	4,621,843	(112,457)
<b>TOTAL RESOURCES</b>	<b>\$ 21,582,100</b>	<b>\$ 6,778,414</b>	<b>\$ 14,863,788</b>	<b>\$ 21,642,202</b>	<b>\$ 60,102</b>

\* Local Revenue included within state formula.

**PROJECTED ENDING FUND BALANCE CALCULATION**

Revenues	\$ 17,020,359
Expenditures Estimated	<u>17,906,286</u>
Revenues Over (Under) Expend.	(885,927)
Beginning Fund Balance - Pre AUDIT	<u>4,621,843</u>
Projected Ending Fund Balance	<u>3,735,916</u>
Unappropriated Ending Fund Balance	\$ -

**Basic School Support Estimate**

2022-2023 BSSF Estimate as of May 19, 2022	
1,362 ADMr	12,376,401

**Historical Expenditure Review**

Expenditures 2023	17,906,286	<i>Estimated</i>
Expenditures 2022	16,614,308	<i>Actual, not audited</i>

UMATILLA School District 6R  
Statement of 2022-2023 Anticipated Expenditures

7/31/2022

Cost Center	Budget	Encumbrances	YTD Expenditures	Free Balance
1111 Elementary (MHES)	\$ 4,242,895	\$ 3,273,665	\$ 8,029	\$ 961,201
1121 CBMS Middle School	1,795,476	998,276	2,622	794,578
1122 CBMS Extra Curricular	79,185	10,207	-	68,978
1131 Umatilla High School	2,641,468	1,888,193	1,977	751,297
1132 Umatilla HS Extra Curricular	388,136	92,431	100	295,605
1210 TAG Program	9,430	538	-	8,892
1250-1259 Special Education/Spec. Ed. Life Skills	1,894,584	1,187,786	15,849	690,949
1271 Remediation	112,029	-	-	112,029
1291 ELL Program	1,365,550	904,844	-	460,706
1430 UHS Summer School	9,192	-	-	9,192
1460 Special Programs Summer	21,488	-	-	21,488
2114 Student Accounting	229,118	194,145	-	34,973
2115 Student Safety	6,225	-	-	6,225
2120 Guidance Counseling	556,923	284,791	278	271,854
2130 Health Services	500	283	-	217
2140 Psychological Services	30,000	-	-	30,000
2210 Improvement of Instruction	142,470	52,865	5,112	-
2220 Educational Media Services	282,066	88,732	-	193,334
2230 Assessment & Testing	157,390	110,001	28,909	18,480
2240 Staff Development	393,698	108	-	393,590
2310-2321 Board/Superintendent	728,215	438,300	115,769	174,146
2410 Office of Principal	1,327,748	1,015,222	81,806	230,720
2520 Fiscal Services	254,765	126,025	14,963	113,778
2540 Plant Operations & Maintenance	2,317,042	718,543	238,307	1,360,193
2550-2558 Student/ Spec Ed. Transportation	847,750	65,323	6,905	775,523
2630-2639 Volunteer Programs/Other Info. Services	157,050	87,943	7,995	61,112
2640 HR Staff Services	132,900	55,505	7,484	69,911
2645-2649 Health Services/Other Staff Services	10,000	-	7,209	2,791
2660 Technology Services	533,210	102,144	16,643	414,423
2680 Interpret/Translation Services	900	-	-	900
3300 Community Services	2,697	-	-	2,697
6000 Contingencies	662,000	-	-	662,000
<b>Total Expenditures</b>	<b>21,332,100</b>	<b>11,695,870</b>	<b>559,955</b>	<b>8,991,782</b>
Transfer of Funds	250,000	250,000	-	-
Unappropriated Ending Fund Balance	-	-	-	-
<b>TOTAL</b>	<b>\$ 21,582,100</b>	<b>\$ 11,945,870</b>	<b>\$ 559,955</b>	<b>\$ 8,991,782</b>

FUNCTION	Budget	Encumbrances	YTD Expenditures	Free Balance
1000 Instructional Services	\$ 12,559,433	8,355,941	\$ 28,577	\$ 4,174,915
2000 Support Services	8,107,970	3,339,929	531,378	4,236,663
3000 Community Services	2,697	-	-	2,697
5000 Transfer of Funds	250,000	250,000	-	-
6000 Contingency	662,000	-	-	662,000
<b>Total Expenditures</b>	<b>21,582,100</b>	<b>11,945,870</b>	<b>559,955</b>	<b>9,076,275</b>
7000 Fund Balance	-	-	-	-
<b>TOTAL</b>	<b>\$ 21,582,100</b>	<b>\$ 11,945,870</b>	<b>\$ 559,955</b>	<b>\$ 9,076,275</b>

OBJECTS	Budget	Encumbrances	YTD Expenditures	Free Balance
100 Salaries	\$ 9,629,342	\$ 6,297,855	\$ 146,709	\$ 3,184,778
200 Payroll Taxes & Benefits	6,842,055	4,699,700	88,307	2,054,049
300 Purchased Services	2,392,595	143,109	67,758	2,181,728
400 Supplies and Materials	1,390,993	535,317	64,057	791,619
500 Capital Outlay	136,500	19,889	-	116,611
600 Other Objects	278,615	-	193,124	85,491
700 Interfund Transfers	250,000	250,000	-	-
800 Contingency	662,000	-	-	662,000
<b>Total Expenditures</b>	<b>21,582,100</b>	<b>11,945,870</b>	<b>559,955</b>	<b>9,076,275</b>
Unappropriated Ending Fund Balance	-	-	-	-
<b>TOTAL</b>	<b>\$ 21,582,100</b>	<b>\$ 11,945,870</b>	<b>\$ 559,955</b>	<b>\$ 9,076,275</b>

Umatilla SD Other Funds - 2022-2023

EXPENDITURES

Fund	Description	Budget	Encumbrances	YTD Expenditures	Free Balance
203	CTE Career Pathways	22,000	-	-	22,000
204	Umatilla Sports Complex	32,610	-	-	32,610
206	Medicaid Claiming	93,440	-	-	93,440
207	SB 1149	40,500	-	-	40,500
210	ECIA Title I	574,950	536,390	6,346	32,214
211	Title IA ESSA	117,000	52,863	6,048	58,089
212	ECIA Title IIA	71,065	66,386	-	4,679
214	ECIA Title III	63,954	52,629	-	11,325
216	Title IVA Safe & Drug Free Schools	37,500	-	-	37,500
217	21st CCLC	559,276	174,228	54,472	330,576
218	Outdoor School	55,000	-	-	55,000
219	Title VIB REAP	35,000	-	-	35,000
221	Title 1C Migrant Ed	46,315	41,249	-	5,066
223	Children's Reading Foundation	3,201	-	-	3,201
224	IDEA	102,375	82,209	-	20,166
225	IDEA Enhancement Grant	3,125	-	-	3,125
230	CARES Act (ESSER I/CDL)	5,000	-	-	5,000
235	ESSER II Funds	830,200	386,360	25,611	418,229
236	ESSER III Funds	1,176,500	408,456	19,718	748,325
239	HS Success Grant	421,071	300,266	190	120,616
243	OR First Robotics Grant	20,000	-	-	20,000
250	Child Nutrition Fund	1,494,520	468,454	21,322	1,004,744
251	Farm to School Grant	40,000	-	-	40,000
255	Student Investment Acct (SIA)	1,298,700	534,618	1,974	762,108
258	Youth Transition Program Grant	126,995	66,221	6,908	53,867
259	Summer Academic Support Grant	295,675	-	71,621	224,054
261	Education Project Grant	18,500	-	-	18,500
267	OR Healthy Schools Grant	35,000	-	-	35,000
284	Daycare Center	83,650	48,912	-	34,738
285	MHES ASB	50,000	-	-	50,000
290	CBMS ASB	50,000	-	-	50,000
295	UHS ASB	235,000	-	-	235,000
299	Miscellaneous Grants	105,000	-	-	105,000
302	Debt Service	1,195,000	(0)	-	1,195,000
303	PERS UAL Debt Service	1,122,000	-	-	1,122,000
451	Capital Projects Fund	250,050	-	-	250,050
452	2016 GO Bond Capital Projects Fund	155,500	11,100	12,759	131,641
453	Construction Excise Tax	300,000	-	-	300,000
	<b>Total Expenditures</b>	<b>\$ 11,165,672</b>	<b>\$ 3,230,341</b>	<b>\$ 226,969</b>	<b>\$ 7,708,363</b>

RECAP

Fund	Description	Beginning Balance	YTD Receipts	Expenditures	Ending Balance
203	CTE Career Pathways	-	-	-	-
204	Umatilla Sports Complex	3,308	-	-	3,308
206	Medicaid Claiming	3,420	-	-	3,420
207	SB 1149	6,204	2,685	-	8,889
210	ECIA Title I	-	-	6,346	(6,346)
211	Title IA ESSA	-	-	6,048	(6,048)
212	ECIA Title IIA	-	-	-	-
214	ECIA Title III	-	-	-	-
216	Title IVA Safe & Drug Free Schools	-	-	-	-
217	21st CCLC	(153,158)	158,689	54,472	(48,941)
218	Outdoor School	(24,199)	-	-	(24,199)
219	Title VIB REAP	-	-	-	-
221	Title 1C Migrant Ed	-	-	-	-
223	Children's Reading Foundation	3,200	-	-	3,200
224	IDEA	-	-	-	-
225	IDEA Enhancement Grant	-	-	-	-
230	CARES Act (ESSER/CDL)	-	-	-	-
235	ESSER II Funds	(9,794)	-	25,611	(35,405)
236	ESSER III Funds	(248,824)	248,824	19,718	(19,718)
239	HS Success Grant	6	1,998	190	1,815
243	OR First Robotics Grant	-	-	-	-
250	Child Nutrition Fund	614,666	1,820	21,322	595,164
251	Farm to School Grant	(8,800)	-	-	(8,800)
255	Student Investment Acct (SIA)	190,073	-	1,974	188,099
258	Youth Transition Program Grant	9,383	-	6,908	2,476
259	Summer Academic Support Grant	-	-	71,621	(71,621)
261	Education Project Grant	18,040	17	-	18,057
267	OR Healthy Schools Grant	(3,139)	-	-	(3,139)
284	Daycare Center	59,591	-	-	59,591
285	MHES ASB	29,881	-	-	29,881
290	CBMS ASB	13,642	-	-	13,642
295	UHS ASB	124,097	-	-	124,097
299	Miscellaneous Grants	3,684	-	-	3,684
302	Debt Service	143,195	151	-	143,347
303	PERS UAL Debt Service	147,405	180,385	-	327,790
451	Capital Projects Fund	(21,624)	-	-	(21,624)
452	2016 GO Bond Capital Projects Fund	67,542	-	12,759	54,782
453	Construction Excise Tax	97,973	-	-	97,973
	<b>Total Resources</b>	<b>\$ 1,065,773</b>	<b>\$ 594,569</b>	<b>\$ 226,969</b>	<b>\$ 1,433,373</b>

\* Balances are PRE-Audit.

UMATILLA SCHOOL DISTRICT 6R  
 Monthly Revenue and Expenditure Summary

GENERAL FUND

2022-2023

ACCT #	SOURCE	BUDGET	JULY	Projected AUG	Projected SEP	Projected OCT	Projected NOV	Projected DEC	Projected JAN	Projected FEB	Projected MAR	Projected APR	Projected MAY	Projected JUNE	TOTAL	Over/(Under)
<b>RESOURCES</b>																
1111	Current Year Taxes	4,300,000	-	-	-	17,460	3,818,124	136,100	23,279	85,181	19,632	13,500	58,327	75,000	4,246,603	(53,397)
1112	Prior Year Taxes	75,000	-	18,802	5,963	4,579	13,906	12,264	3,491	6,021	2,406	2,759	5,788	-	75,978	978
113-119	County Sales Tax-Pymt in Lieu	300	-	-	-	-	-	-	-	135	-	-	-	12,000	12,135	11,835
1500	Interest on Investments	40,000	6,392	2,417	2,280	1,818	2,124	2,857	2,886	2,613	3,408	4,046	4,883	4,500	40,225	225
1710	Admissions	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(2,000)
1920	Contributions	500	465	-	3,381	-	-	-	-	-	2,200	-	600	-	6,646	6,146
1941	Svc Oth Dist Within State	25,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(25,000)
1990	Miscellaneous	35,000	1,823	3,793	15,747	6,201	2,414	2,870	24,554	1,877	10,267	-	1,517	-	71,062	36,062
2101	County School Funds	35,000	-	-	-	-	-	-	-	44,849	-	-	-	-	44,849	9,849
2199	Other Intermediate Sources	-	-	-	-	-	3,189	-	-	2,312	-	-	2,427	-	7,928	7,928
3101	State School Support	12,200,000	2,063,146	1,031,573	1,031,573	1,031,573	1,031,573	1,031,573	1,031,573	1,031,573	1,031,573	1,031,573	1,031,573	(8,749)	12,370,127	170,127
3103	Common School Fund	135,000	76,199	-	-	-	-	-	76,199	-	-	-	-	-	152,398	17,398
3299	Other Restricted Grants-in-Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4500	Restricted Fed thru State	-	8,546	-	-	-	-	-	-	-	-	-	-	-	8,546	8,546
4700	Federal Grants thru Other Agencies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4801	Federal Forest Fees	-	-	-	-	-	-	-	-	2,830	-	-	-	-	2,830	2,830
5000	Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>Total Revenue</b>	16,847,800	2,156,571	1,056,585	1,058,944	1,061,630	4,871,329	1,185,664	1,161,982	1,177,391	1,069,486	1,051,879	1,105,115	82,751	17,039,326	191,526
5400	Beginning Fund Balance	4,734,300	4,621,843	-	-	-	-	-	-	-	-	-	-	-	4,621,843	(112,457)
	<b>Total Resources</b>	21,582,100	6,778,414	1,056,585	1,058,944	1,061,630	4,871,329	1,185,664	1,161,982	1,177,391	1,069,486	1,051,879	1,105,115	82,751	21,661,169	79,069
<b>REQUIREMENTS</b>																
100	Salaries	9,629,342	146,709	165,000	700,000	700,000	700,000	700,000	700,000	700,000	700,000	700,000	700,000	1,805,000	8,416,709	1,212,633
200	Benefits	6,842,055	88,307	95,000	420,000	420,000	420,000	420,000	420,000	420,000	420,000	420,000	420,000	1,425,000	5,388,307	1,453,748
300	Purchased Services	2,392,595	67,758	170,000	170,000	170,000	170,000	170,000	170,000	170,000	170,000	170,000	170,000	285,000	2,052,758	339,837
400	Supplies & Materials	1,390,993	64,057	75,000	140,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	87,000	966,057	424,936
500	Capital Outlay	136,500	-	6,000	55,000	20,000	-	15,000	13,500	13,000	-	-	-	-	122,500	14,000
600	Other Objects	278,615	192,124	28,000	5,000	2,500	5,000	1,200	1,000	1,200	1,000	1,000	1,000	671	239,695	38,920
720	Transfers	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000	250,000	-
800	Contingency	662,000	-	-	-	-	-	-	-	-	-	-	-	-	-	662,000
	<b>Total Expenditures</b>	21,582,100	558,955	539,000	1,490,000	1,387,500	1,370,000	1,381,200	1,379,500	1,379,200	1,366,000	1,366,000	1,366,000	3,852,671	17,436,026	4,146,074
<b>Monthly Fund Balance</b>		0	6,219,459	517,585	(431,056)	(325,870)	3,501,329	(195,536)	(217,518)	(201,809)	(296,514)	(314,121)	(260,885)	(3,769,920)	4,225,143	
<b>Accumulated Fund Balance</b>		0	6,219,459	6,737,044	6,305,987	5,980,117	9,481,446	9,285,911	9,068,392	8,866,583	8,570,069	8,255,948	7,995,063	4,225,143	4,225,143	
<b>% of Budgeted Resources</b>			31.41%	4.90%	4.91%	4.92%	22.57%	5.49%	5.38%	5.46%	4.96%	4.87%	5.12%	0.38%	100.37%	
<b>% of Budgeted Requirements</b>			2.59%	2.50%	6.90%	6.43%	6.35%	6.40%	6.39%	6.39%	6.33%	6.33%	6.33%	17.85%	80.79%	

**Umatilla School District 6R**  
**BOARD REPORT**  
**July 2022**

VENDOR	DETAIL	AMOUNT	FUND
1 Accu Shred	Shredding Services	\$ 235.88	
2 Act, Inc.	Workkeys Testing	\$ 220.00	
3 Allstream	Long Distance	\$ 213.88	
4 Amazon	Racket Holders	\$ 99.95	
5 Banner Bank	Wall Charts; Craft Supplies; Donuts	\$ 98.60	217; 235
6 Bivins, Courtney	Mileage Reimbursement EOTA & PLT	\$ 136.54	210
7 Blake, Stefanie	Steam Supplies; Fuel for Van	\$ 45.80	217
8 Carrillo, Samantha	Per Diem Conscious Discipline	\$ 448.50	236
9 Carruth Compliance	Annual Fee for Supplemental Retirement Svgs Prog	\$ 2,637.62	
10 Century Link	Telephone	\$ 1,241.49	
11 Chavez, Josy	Per Diem OSPA	\$ 160.00	
12 Chem-Aqua, Inc.	UHS Water Treatment	\$ 277.13	
13 CIT Technology Financing	Riso Copier Lease	\$ 260.51	
14 City of Umatilla	Water; Sewer; Garbage	\$ 6,604.04	100; 250
15 Coe, Matthew	Steam Supplies	\$ 108.29	217
16 Coleman Oil	Gas/Diesel	\$ 1,709.78	100; 258
17 Collins, Jeffrey	Sports Equipment	\$ 114.98	217
18 Community Counseling	Counseling Services	\$ 1,482.00	255
19 COSA	Conference Registrations	\$ 1,327.50	
20 Coyle, Nicole	COSA Conference (travel)	\$ 308.88	
21 Cranston, Toby	Per Diem OSBA	\$ 160.00	
22 CRS Mini Storage	STEAM Storage	\$ 54.00	217
23 CSW Investigations	Investigation Services	\$ 7,080.43	
24 Daniel, Taunya	Mileage/Per Diem Conscious Discipline/COSA/Time to Teach	\$ 1,571.00	100; 210; 236
25 Desert Springs Bottled Water	Water; Cooler Rental; Delivery	\$ 66.10	
26 Estrella, Christine	Supplies; Education.com	\$ 72.43	235
27 Eynon, Travis	Per Diem OSBA	\$ 224.00	
28 Fletcher, Meghan	Conscious Discipline (travel)	\$ 586.50	236
29 Frontline Technologies	Annual renewal Absence & Substitute Management software	\$ 7,209.05	
30 Funderburk, Corinne	FCCLA Conference (travel)	\$ 102.86	
31 Garrett Hemann Roberts	Legal Fees	\$ 75.00	
32 Gutierrez, Veronica	Per Diem OSBA	\$ 224.00	
33 Heckel & Associates	Honor Roll Medals	\$ 106.20	
34 Hogstad, Thomas	Building Maintenance Consulting	\$ 2,025.00	
35 Hungerford Law Firm	SPED Law Conference / Hunt	\$ 750.00	
36 Intermountain ESD	Copy Paper	\$ 1,378.09	235
37 Inland Development Corp	Telecommunications	\$ 237.21	
38 Jaimez, Tessa	Summer School Childrens Museum entry fee	\$ 240.00	236
39 Johnston, Melanie	Time to Teach - Orlando (Travel)	\$ 414.00	210
40 Kane, Michelle	STEAM / Class Supplies	\$ 18.31	217; 235
41 Lopez-Meraz, Karyna	Fuel for District Van	\$ 20.00	
42 Kelly Connect	Copies	\$ 934.78	
43 Klucas, Robyn	Pre-K Supplies	\$ 43.24	236
44 Klucas, Austin	Mileage Reimbursement SWELL/YTP	\$ 49.38	258
45 Leaf Capital Funding	Kyocera Copier Lease	\$ 146.80	
46 Lorence, Jon	Per Diem OSBA	\$ 224.00	
47 Lorence, Megan	Classroom Supplies	\$ 29.65	235
48 Lorence, Tricia	Conscious Discipline (travel)	\$ 586.50	236
49 May, Valerie	Classroom Supplies	\$ 68.00	235
50 Mendoza Beteran, Anay	Conscious Discipline	\$ 448.50	236
51 MI Mathematics & Leadership	IM Focus	\$ 5,400.00	210
52 Missoula Children's Theater	The Little Mermaid Production	\$ 2,850.00	217
53 Mountaineer Football Camp	Summer Football Camp	\$ 6,750.00	235
54 Mystery Science Inc.	District Membership annual renewal	\$ 1,325.00	
55 Northwest Installation	Bleacher/Backstop repairs/maintenance	\$ 10,365.63	
56 NW Regional Education	Background Checks	\$ 20.25	
57 NWEA	MAPS annual renewal	\$ 28,908.75	
58 Nygren, Holly	Travel Expenses - FCCLA Conference	\$ 1,236.42	
59 OETC	OETC Membership Renewal	\$ 150.00	
60 Ortiz-Ochoa, Nancy	Conscious Discipline (travel)	\$ 448.50	236
61 OSBA	OSBA Conference; Emp Toolkit; Web Hosting	\$ 4,185.00	
62 OSU Horticulture	IPM Coordinator Training	\$ 190.00	
63 PACE	22-2023 annual renewal auto/property insurance	\$ 180,220.00	
64 Pacific Power	Electricity	\$ 1,035.72	
65 PBS Engineering	Asbestos Module Subscription	\$ 8,500.00	452
66 Pottorff, Coni	Conscious Discipline; Time to Teach (Travel)	\$ 862.50	210; 236
67 Powerschool Group	SIS Powerschool annual renewal	\$ 15,156.03	
68 Quadient Leasing	Postage Meter Lease	\$ 471.33	
69 Reach Museum	3rd & 4th Grade Field Trip	\$ 600.00	235

VENDOR	DETAIL	AMOUNT	FUND
70 Serratos, Marlina	Conscious Discipline (travel)	\$ 448.50	236
71 Terjeson, Steve	Storage Rental	\$ 150.00	
72 Thomaskelly Software	Software annual renewal	\$ 3,000.00	217
73 TK Elevator	UHS Elevator repairs	\$ 406.01	
74 US Bank Equipment Finance	Kyocera Copier Lease	\$ 1,167.97	
75 Ultimook	Summer Running Camp	\$ 2,610.00	235
76 Umatilla Child Nutrition	Snacks	\$ 517.62	217
77 Umatilla-Morrow Head Start	2021-22 Transportation services	\$ 1,373.07	
78 US Sports Camps	Summer Nike Tennis Camp	\$ 4,420.00	235
79 Verizon Wireless	Hot spots, monthly services	\$ 1,778.02	5235
80 Wenaha Group	Final installment Long-Range Facilities Planning	\$ 4,259.34	452
81 Wiley, Lucia	Conscious Discipline; Mileage IMESD (travel)	\$ 578.37	210; 236
82 Williams, Stephanie	Summer School Pool Rental	\$ 950.00	235

**TOTAL \$ 333,210.43**

Fund 203-Career Pathways Grant	Fund 236-ESSER III Funds
Fund 204-Umatilla Sports	Fund 239 - Measure 98
Fund 205-ORTOP	Fund 243-Oregon FIRST Robotics Program
Fund 206-Medicaid Administration	Fund 250-Food Service
Fund 207-SB-1149	Fund 251-Farm to School
Fund 210-Title IA Improving Basic	Fund 255-Student Investment Account
Fund 211-Title IA - ESSA	Fund 258-Youth Transition (YTP)
Fund 212-Title IIA-PTR	Fund 259-Summer Academic Support Grant
Fund 214-Limited English Prof.	Fund 261-State Education Project (Lottery)
Fund 216-Title IVA - Safe & Drug Free	Fund 267-OR Healthy Schools Grant
Fund 217-21st CCLC	Fund 284-Daycare Center
Fund 218 - Outdoor School Education	Fund 285-Elementary A S B (MHES)
Fund 219-Title VIB - Rural Low	Fund 290-Middle A S B (CBMS)
Fund 221-Title 1C Migrant	Fund 295-High A S B (UHS)
Fund 223-Children's Reading	Fund 299-Miscellaneous
Fund 224-I.D.E.A.	Fund 302-Debt Service - High School
Fund 225-Special Ed. I.D.E.A.	Fund 303-Debt Service - PERS UAL
Fund 227-Gear Up!	Fund 451-Capital Projects
Fund 230-Cares (ESSER I/CDL)	Fund 452-2016 GO Bond Capital Projects
Fund 235-ESSER II Funds	Fund 453-Construction Excise Tax

# Umatilla School District

## Adopted Curriculum

### Health (2010)

- High: Glencoe Health in partnership with Time Health and Businessweek, 2009

### Social Studies (2019)

- Elem: Embedded, no text
- Middle: McGraw Hill: Discovering our Past
- High: Holton Mifflin Harcourt
  - American History, 2018
  - Civics, 2018
  - Global Geography, 2019
  - World History, 2018

### English Language Arts (2022):

- McGraw Hill
  - Wonders (Grades K-2)
  - Wonders (Grades 3-5)
- StudySync (Grades 6-8)
- StudySync Core ELA & British Literature (Grade 9-12)

### ESL (2022):

- Newcomers: Vista, Get Ready, levels 1-3, 4-6, 6-8 and 9-12
- National Geographic/Cengage K-12:
  - K-5 Reach Higher,
  - 6-8 Time Zones,
  - 9-12 Pathways

### Math (2016):

- Elem: Bridges in Mathematics, Second Edition, 2015
- Middle: iReady Diagnostics and Instruction + Toolbox Math by Curriculum Associates, 2016
- Houghton Mifflin Harcourt Larson Big Ideas AGA, 2015
- Approved pilot: Illustrative Math (6-12)

### Science (2017)

- Middle: Stem Scopes, Accelerated Learning, 2017
- High: McGraw Hill Glencoe Science 2017
- High: National Geographic Learning/Cengage Learning Forensic Science 2016

### Foreign Language (2022)

- Cengage Exploremos

### Credit Recovery and/or Virtual Learning

- IMESD Virtual Learning Academy enrollment
- Edmentum
- Credit recovery assignments designed by content teachers using adopted curriculum resources

<b>UHS</b>			<b>CBMS</b>		
<b>Athletic/Activity Director:</b>	Scott Bow		<b>Athletic Director:</b>	Anthony Brown	
<b>Sept., Oct., Nov.</b>			<b>Sept., Oct., Nov.</b>		
<b>Head Football:</b>	Kyle Sipe		<b>Football Coach:</b>	Jeff Collins	
<b>Asst. Football:</b>	Jon Garrett, Steven Williams, Caden Sipe, Ian Coyle (All football pooled contracts)		<b>Football Coach:</b>	Dan Durfey	
<b>Head Volleyball:</b>	Tammy Wagner		<b>Volleyball:</b>	Salesh Karan	
<b>Asst. Volleyball:</b>	Carly Valadez		<b>Volleyball:</b>	Meagan Selis	
<b>Head Cross-Country:</b>	Cathy Gertson		<b>November, December</b>		
<b>Asst. Cross Country:</b>	Gena Cook		<b>Basketball (B):</b>	Trey Dohman	
<b>Head Soccer Coach (B):</b>	Pedro Ortiz		<b>Basketball (B):</b>	Alex Cooper	
<b>Asst. Soccer Coach (B):</b>	Enrique Leal		<b>January, February</b>		
<b>Head Soccer Coach (G):</b>	Oscar Contreras-Leal		<b>Basketball (G):</b>	Trey Dohman	
<b>Asst. Soccer Coach (G):</b>	Leticia Trujillo		<b>Basketball (G):</b>	Carolina Valadez	
<b>Fall Cheer Coach:</b>	Hannah Wicklander.5 Corinne Funderburk.5		<b>March, April, May</b>		
<b>December, January, February</b>			<b>Track:</b>	Carolina Valadez	
<b>Head Varsity Basketball (B):</b>	Scott Bow		<b>Track:</b>	Arrik Russell	
<b>Asst. Varsity Basketball (B):</b>	Jon Garrett/Dan Durfey - Split Contract		<b>10 or 12 Month</b>		
<b>JV Basketball (B):</b>	Steven Williams		<b>Band Director:</b>	Brandon Quam	
<b>Head JV2 Basketball:</b>	Marco Munoz		<b>Choral Director:</b>	Brandon Quam	
<b>Head Varsity Basketball (G):</b>	Marisa Gonzalez		<b>Publications Advisor:</b>	Alexa Lougee	
<b>JV Basketball (G):</b>	David White		<b>Student Council:</b>	Jeff Collins	
<b>Winter Cheer Coach:</b>	Hannah Wicklander.5 Corinne Funderburk .5		<b>Junior Honor Society:</b>	Nancy Swarat	
<b>March, April, May</b>			<b>ALL DISTRICT</b>		
<b>Head Baseball:</b>	Jon Garrett				
<b>Asst. Baseball:</b>	Blake Chewing		<b>TAG</b>		
<b>Head Track:</b>	Cathy Gertson		<b>Elementary School:</b>	Valerie May	
<b>Asst. Track:</b>	Jacob Foutz		<b>Middle School:</b>	OPEN	
<b>Asst. Track:</b>	Oscar Contreras -Leon		<b>High School:</b>	Mary Buckallew	
<b>Head Tennis:</b>	Eric Lougee		<b>Special Education Stipend.</b>		
<b>Asst. Tennis:</b>	David White Jr.		<b>Middle School:</b>	Charleen Ratkie	
<b>Head Softball Coach:</b>	Erick Olson		<b>Middle School:</b>	OPEN	
<b>Assistant Softball Coach:</b>	.5 Jordan Bennett, .5 Mykel Liebe (split contract)		<b>Elementary School:</b>	Chevelle Williams	
<b>10 or 12 Month</b>			<b>Elementary School:</b>	Melina Enkey	
<b>Key Club:</b>	Samantha Erz		<b>Elementary School:</b>	Wndy Ross	
<b>Yearbook Advisor:</b>	Alexa Lougee		<b>High School:</b>	Sam Morrow	
<b>FCCLA Advisor:</b>	Holly Nygren		<b>High School:</b>	Shari Humphrey	
<b>Honor Society:</b>	Nancy Swarat				
<b>Band Director:</b>	Brandon Quam		<b>TSPC Bilingual Specialization</b>		
<b>Choral Director:</b>	Brandon Quam		<b>Elementary School:</b>	Jessica Garcia Quezada	
<b>Technology Club Advisor:</b>	Caden Sipe		<b>High School:</b>	Eric Lougee	
			<b>High School:</b>	Lupe Escovedo	

# Umatilla School District Student Handbook



## PREFACE

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement. Board policies are available at the Umatilla School District Office and the district's website: [www.umatilla.k12.or.us](http://www.umatilla.k12.or.us).

Any information contained in this student handbook is subject to unilateral revision or elimination from time to time without notice.

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity available at the Umatilla School District on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language difference, sexual orientation, socio-economic status, height, weight, marital or familial status or disability. For Nondiscrimination concerns or questions, please contact Heidi Sipe at 541-922-6500 or [sipeh@umatillasd.org](mailto:sipeh@umatillasd.org).

This handbook is current as of August 27th, 2021 and replaces all previous handbooks and remains current until re-publication.

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## ACCEPTABLE USE POLICY

The Board recognizes that telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Board Policy II/IIA and will honor the goals for selection of instructional materials contained therein.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply (see Board Policy JG, JGDA/JGEA and JGE). The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

The district's system will be used to provide statewide, national and global communications opportunities for staff-and students. The purpose of the district provided communication network shall be limited to "enhancing the delivery of education."

The superintendent will establish administrative regulations for the use of the district's system. The administrative regulations will be consistent with sound guidelines as may be provided by the education service district and/or the Oregon Department of Education.

Failure to abide by district policy and administrative regulations governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violations may result in discipline up to and including expulsion. Staff violations may also result in discipline up to and including dismissal. Fees, fines or other charges may also be imposed.

(District Policy IIGBA)

### ADMISSION

A student seeking enrollment in the district for the first time must meet all academic, age, immunization, tuition and other eligibility prerequisites for admission as set forth in state law, Board policy and administrative regulations. Students and their parents should contact the office for admission requirements.

The district may deny regular school admission to a student who is expelled from another school district and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.

The district shall deny regular school admission to a student who is expelled from another school district for an offense that constitutes a violation of applicable state or federal weapons laws and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.

Alternative education services will not be provided to students expelled from another school district for violation of applicable state or federal weapons laws and who subsequently become a resident of the district.

### ALTERNATIVE EDUCATION PROGRAMS

Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems; for students who have not met or who have exceeded all of Oregon's academic content standards; when necessary to meet a student's educational needs and interests; to assist students in achieving district and state academic content standards; or when a public or private alternative program is not otherwise readily available or accessible. Such programs consist of instruction or instruction combined with counseling and may be public or private. Private programs must be registered with the Oregon Department of Education. Home schooling shall not be used as an alternative education program placement.

The district will not provide alternative education programs for students expelled for violation of applicable state or federal weapons laws.

#### *In-District Alternative Education Programs*

Examples of alternative education program options are not limited to, but include:

1. Evening classes;
2. Tutorial instruction;
3. Small group instruction;
4. Professional technical programs;
5. Work experience;
6. Instructional activities provided by other accredited institutions;
7. Community service;
8. Independent study;
9. Expanded Options Program;
10. Others as approved by the district.

Parents may request additional in-district alternative education programs by submitting written requests to the principal.

#### *Nondistrict Alternative Education Programs*

1. Other school(s)/program(s);
2. Community college;
3. Others as approved by the district.

The district pays the alternative education program cost or an amount equal to 80 percent of the district's estimated current year's average per student cost, whichever is less, for placing students in nondistrict alternative education programs. The student's placement must have the prior approval of the district.

The district will not assume alternative education costs for any student not placed in an alternative program according to procedures established by the district and Oregon law.

If a parent receives an exemption on a semiannual basis to withdraw a student age 16 or 17 from school, the district has no obligation to pay for an alternative education program.

If a student is not successful in the alternative education program or the alternative education programs are not accepted by the student/and or parent, there is no obligation to propose or fund a second program.

### ALTERNATIVE EDUCATION NOTIFICATION

Individual notification to students and parents regarding the availability of alternative education programs will be provided when a student is under consideration for an alternative placement by school administration.

Individual notification shall be hand-delivered or sent by certified mail. Parents shall receive individual notification prior to placement.

### ASBESTOS

The district has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having its buildings inspected by accredited inspectors and the development of a management plan for the control of this substance. The management plan is available for public inspection in the district office. The maintenance director serves as the district's asbestos program manager and may be reached for additional information.

### ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who does not abide by the district's Student Code of Conduct during an assembly shall be subject to disciplinary action.

### ASSIGNMENT OF STUDENTS TO CLASSES

Students are assigned to classes based on the individual needs of the student, staffing and scheduling considerations. Parent requests to place a student in a particular class may be submitted to the principal or a counselor prior to May 15th of the school year in question, or no later than six weeks prior to a semester break during a school year. Requests to change a student's assigned class at other times must be directed to the principal. Final decisions are the responsibility of the principal or designee.

### ASSIGNMENT OF STUDENTS TO SCHOOLS

Students are required to attend the school in the attendance area in which they reside, unless as otherwise provided by state and federal law. Exceptions may be allowed in certain circumstances. Contact the school office or counselor for additional information.

While parents have the option of placing their students in a private school or obtaining additional services (such as tutoring) from a private individual or organization, the district is not obligated to cover resulting tuition or costs. If a parent wishes the district to consider a publicly-funded private placement or private services, he/she must give the district notice and opportunity to propose other options available within the public school system before the private placement or services are obtained.

A parent(s) of any student receiving regular education, Section 504 of the Rehabilitation Act of 1973 or Individuals with Disabilities Education (IDEA) services must provide notice to the district at the last individualized education program (IEP) meeting prior to obtaining private services or in writing at least 10 business days prior to obtaining such services. The notice must include the parent's intent to obtain private services, the parent's rejection of the educational program offered by the district and the parent's request that the private services be funded by the district. Failure to meet these notice requirements may result in a denial of any subsequent reimbursement request.

### ATTENDANCE

All students between the ages of 7 and 18, who have not completed grade 12, are required to attend school regularly unless otherwise exempted by law. Staff will monitor and report violations of the state compulsory attendance law. All students five or six years of age who have been enrolled in a public school are required to attend regularly.

Any parent who fails to send a student to school within three days of notification by the district that their student is not complying with compulsory attendance requirements may be issued a citation by the district for the student's failure to attend school. Failure to send a student to school is a Class C violation of law and is punishable by a court imposed fine, as provided by ORS 339.925.

The district will notify the parent in writing that, in accordance with law, the principal will schedule a conference with the non-attending student and his/her parent(s) to discuss attendance requirements. The written notice will include the following:

1. The superintendent or the designee has the authority to enforce the provisions of the compulsory attendance laws;
2. Failure to send a student to school is a Class C violation;
3. A citation may be issued by the district;
4. A conference with the parent and student is required.

The written notification will be in the native language of the parent.

Additionally, a parent or guardian, or other person lawfully charged with the care or custody of a student under 15 years of age, may, under ORS 163.577 (1)(c), be found by the courts to have committed the offense of failing to supervise a child who has not attended school as required. Failing to supervise a child is a Class A violation. Violations, as determined by the court, may be punishable by a requirement to complete a parent effectiveness program approved by the court and/or a fine.

### *Absence and Excuses*

When returning to school after an absence, a student must bring a note signed by the parent that describes the reason for the absence. Absence from school or class will be excused under the following circumstances:

1. Illness of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Field trips and school-approved activities;
5. Medical or dental appointments. Confirmation of appointments may be required;
6. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Each school shall notify parents/guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent/guardian. If the parent/guardian cannot be notified by the above methods, a message shall be left, if possible.

Students may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, religious or ethnic considerations.

A student who must leave school during the day must bring a note from his/her parent. A student who becomes ill during the school day should, with the teacher's permission, report to the main office. The main office will decide whether or not the student should be sent home and will notify the student's parent, as appropriate.

A student who has been absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. Parents should contact the office to arrange for the collection of homework assignments for a student who will be absent several days. Failure to make up assigned work within a reasonable amount of time as allowed by the teacher will result in a grade of zero for the assignment.

Absenteeism will not be used as a sole criterion for the reduction of grades. A student who is absent from school for any reason not related to a pre-approved school activity will not be allowed to participate in school-related activities on that day or evening.

#### *Exemptions from Compulsory Attendance*

The school may grant an exemption from compulsory attendance to the parent of a student who is 16 or 17 years of age or an emancipated minor provided the student is:

1. Employed full-time;

2. Employed part-time and enrolled in school part-time;
3. Enrolled in a community college or other state-registered alternative education program.

All such request must be submitted in writing to the principal and include documentation of the student's employment by the employer, or enrollment status by the school. The school requires notification should the student's employment or enrollment status be terminated.

Requests will be considered only following a conference with the student and parent or emancipated student and a review of credits earned for graduation, grades, disability, if applicable, standardized assessment results, teacher evaluations, counselor appraisal, immediate plans, short-range and career goals and any other pertinent information.

Approved exemptions will be in writing and include information on alternative education programs of instruction or instruction combined with counseling that may be available.

Exemptions will be granted for a limited time only, must be renewed on a semi-annual basis and will be reviewed by the school no later than the second week of each semester.

Parents will be notified of the need to reapply for an exemption no later than the second week of each semester or return the student to school until a high school diploma or GED is earned or until the student reaches age 18.

### *Truancy*

A student who is absent from school or from any class without permission will be considered truant and will be subject to disciplinary action including detention, suspension, expulsion, ineligibility to participate in athletics or other activities and/or loss of driving privileges.

### CLUBS AND ORGANIZATIONS

Student clubs and performing groups such as the band, choir, rally, dance, drama and athletic teams may establish rules of conduct – and consequences for misconduct – that are stricter than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization.

### COMMUNICABLE DISEASES

Parents of a student with a communicable or contagious disease are asked to telephone the main office so that other students who have been exposed to the disease can be alerted. A student with certain school restrictable diseases is not allowed to come to school while the disease is contagious. This restriction is removed by the written statement of the local health officer or a

licensed physician (with the concurrence of the local health officer) that the disease is no longer communicable to others in the school setting. For those diseases indicated by an asterisk (\*) below, the restriction may be removed by a school nurse. For head lice, indicated by a double asterisk (\*\*) below, the restriction may be removed after the parent provides a signed statement that a recognized treatment has been initiated. These diseases include chicken pox\*, cholera, diphtheria, measles, meningitis, mumps\*, lice infestations\*\*, whooping cough, plague, rubella, scabies\*, staph infections\*, strep infections\*, tuberculosis and pandemic flu. Parents with questions should contact the school office.

### COMPUTER USE

Students may be permitted to use the district's electronic communications system only to conduct business related to the management or instructional needs of the district or to conduct research related to education consistent with the district's mission or goals. Personal use of district computers, including e-mail access, is strictly prohibited. The district's electronic communications system meets the following federal Children's Internet Protection Act (CIPA) requirements:

1. Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography or with respect to the use of the computers by students, harmful to students;
2. Educating minors about appropriate online behaviors, including cyberbullying awareness and response, and interacting with other individuals on social networking sites and in chat rooms;
3. The online activities of students are monitored;
4. Access by students to inappropriate matter on the Internet and World Wide Web is denied;
5. Procedures are in place to help ensure the safety and security of students when using e-mail, chat rooms and other forms of direct electronic communications;
6. Unauthorized access, including so-called "hacking" and other unlawful activities by students online is prohibited;
7. Unauthorized disclosure, use and dissemination of personal information regarding students is prohibited;
8. Measures designed to restrict students' access to materials harmful to students have been installed.

The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited.

To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications.

Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system.

Students who violate Board policy, administrative regulations, including general system user prohibitions, shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges. Violations of law will be reported to law enforcement officials.

## CONDUCT

Students are responsible for conducting themselves properly, in accordance with the policies of the district and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.

### *Student Code of Conduct*

The district has authority and control over a student at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in district-provided transportation.

Off campus conduct and outside of school time conduct that violates the district's Student Code of Conduct may also be the basis for discipline up to expulsion if it has the potential to disrupt or impact the safe and efficient operation of the school or interfere with the rights of others.

Students will be subject to discipline including detention, suspension, expulsion, denial and/or loss of awards and privileges and/or referral to law enforcement officials for the following, including but not limited to:

1. Assault;
2. Hazing, harassment, intimidation, bullying, menacing or teen dating violence
3. Coercion;

4. Violent behavior or threats of violence or harm
5. Disorderly conduct, false threats and other activity causing disruption of the school environment;
6. Bringing, possessing, concealing or using a weapon\*;
7. Vandalism, malicious mischief and theft, including willful damage or injury to district property; or to private property on district premises or at district-sponsored activities;
8. Sexual harassment as prohibited by Board policy JBA/GBN - Sexual Harassment and accompanying administrative regulation;
9. Use of tobacco\*\*, alcohol\*\* or drugs\*\*, including drug paraphernalia;
10. Use or display of profane or obscene language;
11. Disruption of the school environment;
12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of district transportation rules;
14. Violation of law, Board policy, administrative regulation, school or classroom rules.

\* Under state and federal law, expulsion from school is required for a period of not less than one year for any student who is determined to have brought, possessed, concealed or used a firearm on school property or at a school sponsored activity. The superintendent may modify the expulsion requirement for a student on a case-by-case basis. Additionally, in accordance with Oregon law, any person who intentionally possesses a firearm, unless the person possesses a valid license under ORS 166.291 and 166.292, or other dangerous weapon in or on district property or recklessly discharges a firearm in school is subject to criminal prosecution, a maximum five years imprisonment, \$125,000 fine and forfeiture of firearm and/or other dangerous weapon or both. Any person 13 to 17 years of age convicted of intentionally possessing a firearm in a public building is subject to denial of driving privileges for 90 days.

\*\* In accordance with Oregon law, any person under age 18 possessing a tobacco product commits a Class D violation and is subject to a court-imposed fine, as provided by ORS 167.400. Any person who distributes, sells or causes to be sold, tobacco in any form or a tobacco-burning device, to a person under 18 years of age commits a Class A violation and is subject to a fine, as provided by ORS 163.575. An unlawful drug is any drug not prescribed by a licensed medical practitioner. Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.999.

“Dangerous weapon” is defined by Oregon law as any weapon, device, instrument, material or substance which, under the circumstance in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or serious physical injury.

“Deadly weapon” is defined as any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury.

“Firearm” is defined by federal law as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. This includes the frame or receiver of any such weapon or firearm, muffler or silencer, or any destructive device.

“Destructive device” is defined as any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into a destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone” as defined by federal law means, in or on school grounds or within 1,000 feet of school grounds.

### *Student Rights and Responsibilities*

Among these student rights and responsibilities are the following:

1. Civil rights – including the right to equal educational opportunity and freedom from discrimination, the responsibility not to discriminate against others;
2. The right to attend free public schools, the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;
4. The right to free inquiry and expression, the responsibility to observe reasonable rules regarding these rights;
5. The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;
6. The right to privacy, which includes privacy in respect to the student’s education records;
7. The right to know the behavior standards expected, the responsibility to know the consequences of misbehavior.

## CONFERENCES

Regular conferences are schedule annually in the fall and spring to review student progress.

Students and parents may also expect teachers to request a conference: (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student is not maintaining behavior expectations; or (3) in any other case the teacher considers necessary.

The district encourages a student or parent in need of additional information or with questions or concerns to confer with the appropriate teacher, counselor or principal. A parent who wishes to confer with a teacher may call the office for an appointment before or after school, during the teacher's preparation period or request that the teacher call the parent to arrange a mutually convenient time.

## COUNSELING

### *Academic Counseling*

Students are encouraged to talk with a district counselor, teachers and building administrators in order to learn about the curriculum, course offerings and graduation requirements. All students in grades 9-12 and their parents shall be notified annually about the recommended courses for students. Students who are interested in attending a college, university or training school, or pursuing some other advanced education, should work closely with their counselor so that they may take the courses that will best prepare them for further work. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

### *Personal Counseling*

A counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, academic, drug, alcohol or tobacco dependency. The counselor may also make available information about community resources to address personal concerns. Outside community counseling supports are also available via referral from the school counselor.

## CYBERBULLYING

The district prohibits any form of harassment, intimidation or bullying, through electronic means, which is known as cyberbullying. A student may be subject to discipline, up to and including expulsion, for a violation. A student may also be referred to law enforcement for a violation. Students or volunteers may report cyberbullying anonymously. Remedial action shall not be based solely on an anonymous report.

### DAMAGE TO DISTRICT PROPERTY

A student who is found to have damaged district property will be held responsible for the reasonable cost of repairing or replacing that property. If the cost is \$50 or more, the district will notify the student and parent. The district will notify students and parents of all such charges. If the amount due is not paid within 10 calendar days of receipt of the district's notice, the amount will become a debt owed and certain penalties and/or restrictions may be imposed. See Fees, Fines and Charges.

### DANCES/SOCIAL EVENTS

The rules of good conduct and grooming shall be observed for school dances and social events. Students who are not enrolled in the school are not allowed school dances and social events. A student attending a dance or social event may be asked to sign out when leaving before the end of the activity. Anyone leaving before the official end of the activity will not be readmitted.

### DISCIPLINE/DUE PROCESS

A student who violates the Student Code of Conduct shall be subject to disciplinary action.

A student's due process rights will be observed in all such instances, including the right to appeal the discipline decisions of staff and administrators.

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

Student disciplinary sanctions will offer corrective counseling and sanctions that are age appropriate, and to the extent practicable, that uses approaches that are shown through research to be effective.

Disciplinary measures are applied, without bias, depending on the nature of the offense. The age and past pattern of behavior of a student will be considered prior to any suspension or expulsion.

In addition, when a student commits substance abuse, drug or drug paraphernalia, alcohol- and/or tobacco-related offenses or any other criminal act, he/she may also be referred to law enforcement officials. Violations of the district's weapons policy, as required by law, shall be reported to law enforcement.

#### *Detention*

A student may be detained outside of school hours on one or more days if the student violates the Student Code of Conduct. The detention shall not begin, however, until the student's parents have been notified of the reason for the detention and can make arrangements for the student's transportation on the day(s) of the detention.

### *Discipline of Students with Disabilities*

When a student being served by an individualized education program (IEP) engages in conduct which would warrant suspension of more than 10 days or expulsion for a nondisabled student, the student's parents will be notified immediately (within 24 hours) of the circumstances of the misbehavior and the time and location of the student's IEP team meeting addressing the infraction and its relationship to the disability.

The IEP team will determine whether the misconduct is a manifestation of the student's disability. Should the IEP team conclude the misconduct has no relationship to the student's disability, the student may be disciplined in the same manner as would other students.

If the IEP team concludes the misconduct is a consequence of the student's disability, the team may review and revise the student's IEP and determine whether a change in placement is needed. The district may not suspend for more than 10 days or expel a student with a disability or terminate educational services for any behavior which is a manifestation of the disability.

A student may be removed from the current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than

45 calendar days in a school year for a drug or weapon violation as provided in district procedures. Additionally, the district may request an expedited due process hearing to obtain a hearing officer's order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.

### *Expulsion*

Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective; or c) when required by law.

No student may be expelled without a hearing unless the student's parent or the student, if 18 years of age, waives the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

An expulsion shall not extend beyond one calendar year.

The district will provide appropriate expulsion notification including expulsion hearing procedures, student and parent rights and alternative education provisions as required by law. See alternative education programs and alternative education notice in this handbook.

### *Suspension*

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended for up to and including 10 school days. A student may be suspended for one or more of the following reasons: a) willful violation of Board policies, administrative regulations or school rules; b) willful conduct which materially and substantially disrupts the rights of others to an education; c) willful conduct which endangers the student, other students or staff members; or d) willful conduct which endangers district property.

The district may require a student to attend school during nonschool hours as an alternative to suspension.

An opportunity for the student to present his/her view of the alleged misconduct will be given. Each suspension will include a specification of the reasons for the suspension, the length of the suspension, a plan for readmission and an opportunity to appeal the decision.

Every reasonable and prompt effort will be made to notify the parents of a suspended student.

While under suspension, a student may not attend after-school activities and athletic events, be present on district property nor participate in activities directed or sponsored by the district.

School work missed by a student while on suspension may be made up upon the student's return to school if the work missed reflects achievement over a greater period of time than the length of the suspension. For example, a student will be allowed to make up final, mid-term and unit examinations without an academic penalty.

### DISTRIBUTION OF MATERIAL

All aspects of K-8 school-sponsored publications, including web pages, newspapers and/or yearbooks, are completely under the supervision of the teacher and principal. Students may be required to submit such publications to the administration for approval. Generally, high school student journalists have the right to exercise freedom of speech and of the press in school sponsored media. School sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions pursuant to state and federal law.

Written materials, handbills, photographs, pictures, petitions, films, tapes or other visual or auditory materials may not be sold, circulated or distributed on district property by a student or a nonstudent without the approval of the administration.

Materials not under the editorial control of the district may be subject to administrative review, restricted or prohibited, based on legitimate educational concerns. Such concerns include whether the material is defamatory; age appropriate to the grade level and/or maturity of the reading audience; poorly written, inadequately researched, is biased or prejudiced; not factual; or not free of racial, ethnic, religious or sexual bias. Materials include advertising that is in conflict with public school laws, rules and/or Board policy, deemed inappropriate for students or may be reasonably perceived by the public to bear the sanction for approval of the district.

The district may designate the time, place and manner for distribution.

If material is not approved within 24 hours of the time that it was submitted, it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved materials to the superintendent; material not approved by the superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the individual shall have a reasonable period of time to present his/her viewpoint.

### DRESS AND GROOMING

The district's dress code is established to promote appropriate grooming and hygiene, prevent disruption and avoid safety hazards.

Students who represent the school in a voluntary activity may be required to meet additional dress and grooming standards approved by the principal and may be denied the opportunity to participate if those standards are not met.

Specific Guidelines for Dress:

1. Students, both boys and girls, are not permitted to wear hats or caps at school. Caps for warmth in the winter can be worn outdoors but not in building. Hats for medical reasons (with a doctor's note) will be allowed. Sweatshirt hoods are not allowed to be worn inside of the building.
2. Students, both boys and girls, are not permitted to wear bandanas at school. Girls' scarves may be worn if they match school appropriate clothing, colors, and styles.
3. Shoes must be worn at all times. All shoes are to be suitable for P.E. and recess.
4. On any wearing apparel there shall be no obscene or disruptive patches, designs or printed material.
5. Undergarments (excluding bra straps) should not show at any time. Shirts must be no more than 2" above the waistband.
6. Shorts, dresses, and skirts of mid-thigh length and sweats in good condition are allowed. Belts must be in all belt loops of pants with no ends hanging. Skirts, or pants or shorts with rips, shorter than mid-thigh need to have leggings or shorts underneath.
7. The wearing of sunglasses will not be permitted in buildings unless a note is on file from an appropriate medical person.
8. No clothing which represents gang affiliation signals or other words or graphics deemed inappropriate by the administration. No more than three points of any one color should be worn.

Clothes and/or accessories affiliated with companies selling adult items (18 years or older to purchase), and/or condoning or supporting violence or drugs of any kind are not permitted.

9. No shoes with built in skates will be permitted at school.

10. No attached chains to clothing

11. Oversized pants that do not fit at the waist needs to have a proper belt.

### DRILLS - FIRE, EARTHQUAKE, SAFETY THREATS AND OTHER EMERGENCY DRILLS

Instruction on fire, earthquake, safety threats dangers and drills for students shall be conducted for at least 30 minutes each school month.

At least one fire drill will be conducted each month for students in grades K-12.

At least two drills on earthquakes and two drills for safety threats for students will be conducted each year for students in grades K-12.

A map/diagram of the fire escape route to be followed is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly and in an orderly fashion.

### DRUG, ALCOHOL AND TOBACCO PREVENTION PROGRAM

The possession, selling and/or use of illegal and harmful drugs, alcohol and tobacco are strictly prohibited. This includes substance abuse and drug paraphernalia. This prohibition applies during the regular school day and/or at any district-related activity, regardless of time or location and while being transported on district-provided transportation. Student in violation of the district's drug, alcohol and tobacco policy will be subject to disciplinary action and referral to law enforcement officials, as appropriate, in accordance with the Student Code of Conduct.

Since drug, alcohol and tobacco use is illegal for students and interferes with both effective learning and the healthy development of students, the district has a fundamental and ethical obligation to prevent drug, alcohol and tobacco use and to maintain a drug-free educational environment.

An aggressive intervention program to eliminate drug, alcohol and tobacco use has been implemented throughout the district. As part of this program, an age-appropriate drug, alcohol and tobacco prevention curriculum will be taught annually to all students.

The program also includes staff training in district procedures for the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically and/or legally as a result of illegal drug, alcohol and tobacco use.

The district's drug, alcohol and tobacco prevention program will be reviewed and updated annually. Parents are encouraged to contact the counseling office for information on district and community resources available to assist students in need.

#### EMERGENCY MEDICAL TREATMENT

A student who becomes ill or is injured at school must notify his/her teacher or another staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify parents according to information provided on emergency forms and submitted by parents to the school. Parents are encouraged to update this information as often as necessary.

If the student is too ill to remain in school, the student will be released to the student's parents or to another person as directed by parents on the student's emergency form.

School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's parents whenever the student has been transported for treatment.

#### EMERGENCY SCHOOL CLOSING INFORMATION

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules, as are appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools and early dismissal of students.

#### EXTRACURRICULAR ACTIVITIES

All students, regardless of their ability levels, are encouraged to take part in extracurricular activities and the many worthwhile learning experiences that involvement in student government, student clubs, organizations, athletics and other activities has to offer.

Interested students should contact the office for additional information.

#### FEES, FINES AND CHARGES

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers and notebooks and may be required to pay certain other fees or deposits, including:

1. Club dues;
2. Security deposits;
3. Materials for a class project the student will keep in excess of minimum course requirements and at the option of the student;

4. Personal physical education and athletic equipment and apparel;
5. Voluntary purchases of pictures, publications, class rings, graduation announcements, etc.;
6. Student accident insurance and insurance on school-owned instruments;
7. Instrumental rental and uniform maintenance;
8. Student identification cards;
9. Fees for damaged library books and school-owned equipment;
10. Lock or locker deposits;
11. Fees for use of towels provided by the district for P.E. classes or athletics;
12. Field trips considered optional to the district's regular school program;
13. Admission fees for certain extracurricular activities;
14. Participation fees or "pay to play" for involvement in activities.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal.

The district may impose certain restrictions and/or penalties until fees, fines or damages are paid. All such restrictions and/or penalties shall end upon payment of amount owed. Fees, fines and charges owed to the district may be waived at the discretion of the superintendent or designee if:

1. The district determines that the parent of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The creation of the notice of the debt owned would cost more than the potential total debt collected relating to the notice;
4. There are mitigating circumstances as determined by the superintendent or designee that preclude the collection of the debt.

A written notice will be provided to the student and his/her parent(s) of the district's intent to collect fees, fines and damages owed. Notice will include the reason the student owes money to the district, and itemization of the fees, fines or damages owed and the right of the parent to request a hearing. The district may pursue possible restrictions and/or penalties through a private collection agency or other method available to the district.

Debts not paid within 10 calendar days of the district's notice to the student and parent will result in possible restrictions and/or penalties, until the debt is paid and possible referral of the debt to a

private collection agency or other methods available to the district. A request to waive the student's debt must be submitted in writing to the superintendent or designee. Such requests must be received no later than 10 calendar days following the district's notice.

### FIELD TRIPS

Field trips may be scheduled for educational, cultural or other extracurricular purposes. All students are considered to be "in school" while participating in district-sponsored field trips. This means students are subject to the school's student conduct rules, applicable Board policy and such other rules as may be deemed appropriate by the field trip supervisor.

### FLAG SALUTE

Students will be provided an opportunity to salute the United States flag at least once a week by reciting The Pledge of Allegiance.

Individual students who do not participate in the salute must maintain a respectful silence during the salute.

### FUND RAISING

Student organizations, clubs or classes, athletic teams, outside organizations and/or parent groups may occasionally be permitted to conduct fund-raising drives. An application for permission must be made to the principal at least 10 days before the event.

All funds raised or collected by or for school-approved student groups will be receipted, deposited and accounted for in accordance with Oregon law and applicable district policy and procedures. All such funds will be expended for the purpose of supporting the school's extracurricular activities program. The principal and/or activities director is responsible for administering student activity funds. The student body business manager or treasurer serves as the student government representative in administration of student activity funds.

### GANGS

The presence of gangs and the violent activities and drug abuse that often accompany gang involvement can cause a substantial disruption of school, district activities and a student's ability to meet curriculum and attendance requirements.

A gang is defined as any group that identifies itself through the use of a name, unique appearance or language, including hand signs, the claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity.

In an effort to reduce gang involvement, the district encourages students to become involved with district-sponsored clubs, organizations and athletics and to discuss with staff and district

officials the negative consequences of gang involvement and to seek the assistance of counselors for additional guidance and district and community resources that offer support to students and alternatives to gang involvement.

No student on or about district property or at any district activity shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge or any other such symbol evidencing gang membership or affiliation. No student shall use any speech, either verbal or nonverbal (gestures, handshakes, signs, etc.) signifying gang membership or affiliation. No student shall solicit other students for membership in any gangs nor commit any other illegal act or other violation of district policies.

Students in violation of the district's gang policy will be subject to discipline in accordance with the district's Student Code of Conduct.

#### HAZING/HARASSMENT/INTIMIDATION/BULLYING/CYBERBULLYING/MENACING/TEEN DATING VIOLENCE

Umatilla School District offers anonymous reporting for student safety concerns through *Safe Oregon*, a tip reporting service that allows students, staff, and parents to submit safety concerns to our administration four different ways:

1. **Phone:** 844-472-3367
2. **Text:** 844-472-3367
3. **Email:** [tip@safepacific.com](mailto:tip@safepacific.com)
4. **Web** <https://www.safepacific.com/>

Any individual can easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about through Safe Oregon. Every tip Safe Oregon receives about our district is immediately logged in the system and our administration is notified so that they can investigate and take appropriate action. Tips may also be submitted anonymously.

Hazing, harassment, intimidation or bullying, menacing, cyberbullying or teen dating violence, by students, staff or third parties toward students is strictly prohibited and shall not be tolerated in the district. Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing

another student or employee, willful damage or injury to district property or for the use of threats, bullying, intimidation, harassment or coercion.

Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal.

Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board.

Individuals may also be referred to law enforcement officials. Staff will be reported to Teacher Standards and Practices Commission.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored or grade level attainment, i.e., forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, that may be based on but not limited to, the protected class of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully. Students and staff will refrain from using personal electronic devices or district property and/or equipment to violate this policy.

“Menacing” includes, but is not limited to, any act intended to place a student in fear of imminent serious physical injury.

“Retaliation” means hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying or retaliation.

The building principal or superintendent will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the superintendent who has overall responsibility for all investigations. Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated or bullied, menaced, a victim of teen dating violence and acts of being cyberbullied in violation of this policy is encouraged to immediately report his/her concerns to the superintendent who has overall responsibility for all investigations. This report may be made anonymously. A student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

The district shall incorporate age-appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12.

All complaints will be promptly investigated in accordance with the following procedures:

Step 1: Any hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence information (complaints, rumors, etc.) shall be presented to the building principal. Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. Information may be presented anonymously. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2: The district official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The district official(s) conducting the investigation shall notify the complainant and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3: If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant's appeal within 10 working days.

Step 4: If the complainant is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence complaints and documentation will be maintained as a confidential file in the district office.

### HOMELESS STUDENTS

The district provides full and equal opportunity to students in homeless situations as required by law, including immediate enrollment. School records, medical records, proof of residence or other documents will not be required as a condition for admission. A student is permitted to remain in his/her school of origin for the duration of his/her homelessness or until the end of any academic year in which he/she moves to permanent housing.

Transportation to the student's school of origin will be provided, at the request of the parent, or in the case of an unaccompanied student, at the request of the district's liaison for homeless students. For additional information concerning the rights of students and parents of students in homeless situations or assistance in accessing transportation services, the district's liaison for homeless students.

### HOMEWORK

Homework is assigned to provide students an opportunity to practice independently what has been presented in class, to improve the learning processes, to aid in the mastery of skills and to create and stimulate interest. Whatever the task, the experience is intended to be complementary to the classroom process.

### IMMUNIZATION AND VISION SCREENINGS

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. Proof of immunization may be personal records from a licensed physician or public health clinic.

Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as he/she has met immunization requirements. Parents will be notified of the reason for this exclusion. A hearing will be afforded upon request.

The parents of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that:

1. The student has received a vision screening or eye examination; and
2. Any further examination, treatments or assistance necessary.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parents or guardian of the student.

### INFECTION CONTROL/HIV, HBV AND AIDS

Although HIV, AIDS and HBV\* are serious illnesses, the risk of contracting the disease in school is extremely low and generally limited to situations where nonintact skin or mouth, eye or other mucous membranes would be exposed to blood or any body fluids contaminated with blood from an infected person.

Since any risk is serious, however, the district requires that staff and students approach infection control using standard precautions. That is, each student and staff member is to assume all direct contact with human blood and body fluids is regarded as known to be infectious for HIV, AIDS, HBV and/or other infectious diseases.

#### *HIV, HBV, AIDS – Students*

A student infected with HIV1, HBV or AIDS is entitled to remain in a regular classroom setting and eligible for all rights, privileges and services as provided by law and Board policy. The district recognizes that a student (parent) has no obligation to report an HIV, HBV or AIDS condition diagnosis to the district.

If the district is informed, the district is also prohibited by law from releasing information unless the infected person or parent gives permission for such release.

If a student (parent) wishes to divulge such information and continues attending school, the district will meet with the infected individual or representative to develop appropriate procedures.

Individuals with questions regarding these requirements of law or district procedures should contact the superintendent.

#### *Human Sexuality, AIDS/HIV and Sexually Transmitted Disease Instruction*

An age-appropriate plan of instruction about Human Sexuality, AIDS, HIV and Sexually Transmitted Diseases has been included as an integral part of the district's health curriculum. Any parent may request that his/her student be excused from that portion of the instructional program required by Oregon law by contacting the principal for additional information and procedures.

#### INSURANCE

At the beginning of the school year, the district will make available to students and parents a low-cost student accident insurance program. Parents are responsible for paying premiums (if coverage is desired) and for submitting claims through the district office. The district shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury.

Before participating in a school-sponsored trip outside the district or in school-sponsored athletics, students and parents must have: (1) purchased the student accident insurance; (2) shown proof of insurance; or (3) signed a form rejecting the insurance offer.

### LOCAL WELLNESS and FAMILY HEALTH ASSOCIATES PARTNERSHIP

Students may be encouraged or required to participate in physical activity, or receive instruction on nutrition or maintaining healthy lifestyles. We have a partnership with Family Health Associates to allow for health services for students. Students who participate in this program are eligible for well-child checks as well as during school day medical appointments with transportation included if necessary. Enrollment is free and voluntary.

### LOCKERS

Lockers and other district storage areas provided for student use remain under the jurisdiction of the district even when assigned to an individual student. The district reserves the right to inspect all lockers. A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Valuables should never be stored in the student's locker. Lockers may be routinely inspected without prior notice to ensure no item which is prohibited on district premises is present; maintenance of proper sanitation, mechanical condition and safety; and to reclaim district property including instructional materials.

### LOST AND FOUND

Any articles found in the school or on district grounds should be turned in to the school office. Unclaimed articles will be disposed of at the end of the school year.

Loss or suspected theft of personal or district property should be reported to the school office.

### LUNCH/BREAKFAST PROGRAM

The district participates in the National School Lunch, School Breakfast, and Commodity Programs and offers free and reduced-price meals based on a student's financial need.

Additional information can be obtained in the office. Breakfast and lunch is free to all students in Umatilla School District.

## MEDIA ACCESS TO STUDENTS

Media representatives may interview and photograph students involved in instructional programs and school activities, including athletic events. Information obtained directly from students does not require parental approval prior to publication. Parents who do not want their student interviewed or photographed should direct their student accordingly. District employees may release student information only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

## MEDICINE AT SCHOOL

Students may be permitted to take prescription or nonprescription medication at school or at school-sponsored activities on a temporary or regular basis, when necessary.

### *District-Administered Medication*

Requests for the district to administer medication shall be made by the parent in writing and shall include permission from the parent.

Written instructions of the physician are required for all requests to administer prescription medication. Such instructions must include the following information: name of the student, name of the medication, dosage, method of administration, frequency of administration and any other special instructions. A prescription label prepared by a pharmacist at the direction of a physician, physician assistant or nurse practitioner meets the requirements for written instructions from the physician, if the information above is included.

Written instructions, with permission of the parent, which include the information above are required for all requests to administer nonprescription medication.

All medication to be administered by the district is to be brought to school by the parent in its original container. Medication not picked up by the parent within five school days of the end of the medication period or at the end of the school year, whichever occurs first, will be disposed of by the district.

In situations when a licensed health care professional is not immediately available, designated trained staff may administer to students, by means of injection, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law (OAR 851-047-0030).

A process shall be established by which, upon parent written request, a backup prescribed autoinjectable epinephrine be kept at a reasonable, secured location in the student's classroom.

### *Premeasured Doses of Epinephrine*

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

### *Self-Medication*

Students in grades K-12 are permitted to self-medicate prescription and nonprescription medication upon written request and permission of the parent and principal permission, subject to age-appropriate guidelines. In the case of prescription medication, permission from the physician or other licensed health care provider is also required. Such permission may be indicated on the prescription label. An instruction for a student to self-medicate with a prescription or nonprescription medication during school hours will include an assurance the student has been instructed in the correct and responsible use of the medication from the prescribing physician.

Other students who must carry medication may also be permitted to self-medicate when the necessary permission form and written instructions have been submitted.

All medication must be kept in its appropriately-labeled, original container. The student's name is to be affixed to nonprescription medication.

Students may have in their possession only the amount of medication needed for that school day. Except for manufacturer's packaging that contains multiple dosage, the student may carry one package. Sharing or borrowing nonprescription or prescription medication of any kind is strictly prohibited.

Permission to self-medicate may be revoked if the student is found to be in violation of these requirements. Students may also be subject to disciplinary action.

Contact the school office for additional information and forms.

### PARENTAL INVOLVEMENT

Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, the districts asks parents to:

1. Encourage their students to put a high priority on their education and to commit themselves to making the most of the educational opportunities the district provides;
2. Keep informed on district activities and issues;
3. Become a district volunteer. For further information contact the district office.

4. Participate in district parent organizations. The activities are varied, ranging from graduation activities to the building's site council, with its emphasis on instructional improvement.

### PARENTAL RIGHTS

Parents of students may inspect any survey created by a third party before the survey is administered or distributed by the school to students. Parents may also inspect any survey administered or distributed by the district or school containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally-recognized privileged or analogous relationships such as those of lawyers, physicians or ministers;
7. Religious practices, affiliations or beliefs of the student or the student's parents;
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

A student's personal information (name, address, telephone number, social security number) will not be collected, disclosed or used for the purpose of marketing or for selling that information without prior notification, an opportunity to inspect any instrument used to collect such information and permission of the student's parent(s) or the student, if age 18 or older.

Instructional materials used as part of the school's curriculum may also be reviewed by the student's parent(s).

Requests to review materials or to excuse students from participation in these activities, including any nonemergency, invasive physical examination or screenings administered by the school and not otherwise permitted or required by state law should be directed to the office during regular school hours.

### PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA

Students may possess personal electronic devices in district facilities during the school day only as authorized by teachers or administration. A "personal electronic device" is a device that is

capable of electronically communicating, sending, receiving, storing, recording and/or displaying information and data.

Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

Students permitted to possess a personal electronic device are prohibited from having the device on active mode during class time. Unless otherwise instructed, students must keep personal electronic devices in their lockers in silent mode. Personal electronic devices brought to school may be used for appropriate/approved classroom or instructional related activities. Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in sponsored activities, unless expressly authorized in advance by the district administrator.

The district will not be liable for personal electronic devices brought to district property and public charter school-sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using public charter school equipment.

Students found in violation of the personal electronic device use and possession prohibitions of Board policy and rules as established by the administrator will be subject to disciplinary action. The device may be confiscated and will be released to the student's parents.

The taking, disseminating, transferring or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic, lewd or otherwise illegal images of photographs will be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution and lifetime inclusion on sexual offender registries.

### PHYSICAL EXAMINATIONS

Students in grades 7 through 12 must have a physical examination performed by a physician prior to practice and competition in athletics and shall additionally have a physical examination once every two years and after either a significant illness or a major surgery prior to further participation. The District partnership with Family Health Associates supports these examinations for students. To register, please contact the school office.

The physical examination is the responsibility of the parent/student and is to be paid for by the parent/student.

Record of the examination must be submitted to the district and will be kept on file and reviewed by the coach prior to the start of any sports season.

Students shall not participate without a completed school sports pre-participation examination form on file with the district.

### POSTERS

Signs, banners or posters that a student wishes to display must first be approved by the principal. Signs, banners or posters displayed without authorization will be removed. Any student who posts printed material without prior approval shall be subject to disciplinary action.

### PROGRAM EXEMPTIONS

Students may be excused from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district.

An alternative program or learning activity for credit may be provided.

All such requests should be directed to the principal by the parent in writing and include the reason for the request.

### PROMOTION, RETENTION AND GRADE LEVEL PLACEMENT OF STUDENTS

A student shall be promoted from one grade to the next on the basis of academic, social and emotional development.

Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student involved.

A decision to retain a student will be made only after prior notification and explanation to the student's parents. The final decision will rest with school authorities. Students will be placed in the grade level or course best suited to meet their needs, based on the district's evaluation of the student's transcript and/or other documentation, assessment, portfolio/work sample evidence, etc., as may be required by the district.

If the student is unable to provide appropriate documentation, the building principal or designee will make the grade level or course determination placement based on district-administered assessment(s) as deemed appropriate.

### RELEASE OF STUDENTS FROM SCHOOL

A student shall not be released from school at times other than regular dismissal hours except with the principal's permission or according to school sign-out procedures. The main office staff will determine that permission has been granted before allowing the student to leave. A student

will not be released to any person without the approval of his/her parent or as otherwise provided by law.

### REPORTS TO STUDENT AND PARENTS

Written reports of student grades shall be issued to parents 4 times per year informing parents of their student's progress toward achieving the academic content standards. Parents will receive reports on their student's absences. Letter grades will be used. Grades will be based on many factors including assignments, both oral and written; demonstrated proficiency towards content standards; special assignments; research activities and other identified criteria.

### SEARCHES

#### *Searches*

District officials may search the student, his/her personal property and property assigned by the district for the student's use at any time on district property or when the student is under the jurisdiction of the school. Such searches will be conducted only when there is reasonable suspicion based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school.

Searches shall be "reasonable in scope", that is, the measures used are reasonably related to the objectives of the search, the unique features of the official's responsibilities and the area(s) which could contain the item(s) sought and will not be excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction. Strip searches are prohibited by the district.

District officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.

District officials may also search when they have reasonable information that emergency/dangerous circumstances exist.

District-owned storage areas assigned for student use, such as lockers and desks, may be routinely inspected at any time. Students have no expectation of privacy regarding these items/areas. Such inspections may be conducted to ensure maintenance of proper sanitation, to check mechanical conditions and safety and to reclaim overdue library books, texts or other instructional materials, property or equipment belonging to the district. The student will generally be permitted to be present during the inspection.

Items found which are evidence of a violation of law, policy, regulation, school rule, or the Student Code of Conduct may be seized and turned over to law enforcement or returned to the rightful owner, as appropriate.

### *Questioning*

Should law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the principal or designee will be present, when possible. An effort will be made to notify the parent of the situation.

Parents are advised that when an Oregon Department of Human Services or a law enforcement official is questioning a child whom the investigating agent believes may have been a victim of abuse of a child, the investigator may exclude district personnel from the investigation and may prohibit personnel from contacting parents.

### SPECIAL PROGRAMS

#### English Language Learners

The school provides special programs for bilingual English language learning students. A student or parent with questions about these programs should contact the building administrator.

In conjunction with the school's language instruction educational program for limited English proficient and immigrant students, parents of limited English students identified for participation, or participating, in such a program will be informed of:

1. The reasons for the identification of their student as limited English proficient and in need of placement in a language instruction educational program;
2. The student's level of English proficiency, how such level was assessed and the status of the student's academic achievement;
3. The methods of instruction used in the program, in which their student is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. How the program, in which their student is or will be participating, will meet the educational strengths and needs of their students;
5. How such program will specifically help their student learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient students, and the expected rate of graduation from secondary school for such programs;
7. In the case of a student with a disability, how such program meets the objectives of the individualized education program (IEP) of the student;

8. Parental rights that include written guidance:
  - a. Detailing the right to have their student immediately removed from such program upon their request;
  - b. Detailing the options that parents have to decline to enroll their student in such program or to choose another program or method of instruction, if available;
  - c. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district.

### *Students with Disabilities*

The school provides programs and services for students with disabilities. A student or parent with questions should contact the special education director.

### *Title I Services*

The school provides special services for disadvantaged learners. Parents of eligible students are encouraged to become involved in the organized, ongoing planning, review and improvement of the school's Title I program efforts. Notification will be provided of meetings held to inform parents of participating students of the school's participation in and requirements of Title I. Students or parents with questions should contact a building administrator or counselor.

The school will also provide parents, upon request, information regarding the professional qualification of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria of the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications.

Additionally, the school will provide parents with:

1. Information on the level of achievement of the parent's student in each of the state academic assessments as required by law; and

2. Timely notice any time that the parent's student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified, as required by law.

## STUDENT/PARENT COMPLAINTS

### *District Personnel Complaints*

A student or parent who has a complaint concerning a classroom/teacher issue should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested with five calendar days. If the outcome of this conference is not satisfactory, the student or parent may file a written, signed complaint with the superintendent, within 15 calendar days, who will investigate the complaint and render a decision. If the complainant is dissatisfied with the decision of the superintendent, he/she may appeal to the Board in care of the superintendent with 10 calendar days following receipt of the superintendent's decision. The superintendent will provide the complainant with necessary Board appeal procedures. Board decisions are final.

### *Discrimination on the Basis of Sex Complaints*

A student and/or parent with a complaint regarding possible discrimination of a student on the basis of sex should contact the building principal.

### *Education Standards Complaints*

Any resident of the district or parent of a student attending district schools may make an appeal or complaint alleging violation of the district's compliance with an educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved.

If the complainant wishes to pursue the matter further, he/she will be provided, upon request, a copy of all applicable district complaint procedures.

After exhausting local procedures or if the district has not resolved the complaint with 90 days of the initial filing of a written complaint with the district (whichever occurs first), any complainant may make a direct appeal to the State Superintendent of Public Instruction.

### *Instructional Materials Complaints*

Complaints by students or parents about instructional materials should be directed to the principal. Should the student or parent, following initial efforts at informal resolution of the complaint, desire to file a formal complaint, a "Reconsideration Request Form for Re-evaluation of Instructional Materials" may be requested from the school office. The principal will be available to assist in the completion of such forms as requested.

All Reconsideration Request Forms must be signed by the complainant and filed with the superintendent.

A reconsideration committee, comprised in accordance with Board policy, will review the material and forward a recommendation to the superintendent for appropriate action and notification to the complainant. A copy of the committee's recommendation and justification will be forwarded to the complainant together with the superintendent's written decision.

The complainant may appeal the superintendent's decision to the Board, whose decision will be final.

#### *Placement/Enrollment of Homeless Students Complaints*

In the event a dispute arises over school selection or enrollment of a student in a homeless situation, the student will be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. The student/parent may appeal the school's written decision in accordance with established district procedures. Additional information may be obtained by contacting the district's liaison for students in homeless situations.

#### *Staff Sexual Conduct with Students*

Sexual conduct by district/school employees as defined by Oregon law will not be tolerated. All district employees 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.

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 the designated person is the suspected perpetrator, the superintendent shall receive the report. When the superintendent takes action on the report, the person who initiated the report must be notified.

The district will provide annual training to district employees, parents and student regarding the prevention and identification of sexual conduct.

#### *Students with Disabilities Complaints*

A complaint or concern regarding the identification, evaluation or placement of a student with disabilities or the accessibility of the district's services, activities or programs to a student, should be directed to the special education director.

### *Students with Sexual Harassment Complaints*

Sexual harassment of or by staff, students, Board members, school volunteers, parents, school visitors, service contractors or others engaged in district business is strictly prohibited in the district. District includes district facilities, district premises and nondistrict property if the student or employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the control of the district or where the employee is engaged in district business.

Sexual harassment of students means unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subject to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students or staff.

Principals, the compliance officer and the superintendent have responsibility for investigations concerning sexual harassment. All complaints and other reported incidents shall be investigated. The investigator shall be a neutral party having had no involvement in the complaint presented.

Step 1: Any sexual harassment information (complaints, rumors, etc.) shall be presented to the principal, compliance officer or superintendent. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

Step 2: The district official receiving the information or complaint shall promptly initiate an investigation. He/She will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The district official(s) conducting the investigation shall notify the complainant in

writing when the investigation is concluded. The parties will have an opportunity to submit evidence and a list of witnesses.

A copy of the notification letter, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3: If a complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step 4: If a complainant is not satisfied with the decision at Step 3, he/she may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries. Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099. Additional information regarding filing of a complaint may be obtained through the principal, compliance officer or superintendent.

Changes to the above procedure may be made if an administrator is named in the complaint or reported incident.

Confidentiality will be maintained. The educational assignments or study environment of the student shall not be adversely affected as a result of the good faith reporting of sexual harassment.

Students or parents with complaints not covered by this student handbook should contact the principal.

### STUDENT EDUCATION RECORDS

The information contained below shall serve as the district's annual notice to parents of minors and eligible students (if 18 years of age or older) of their rights, the location and district official responsible for education records. Notice will also be provided to parents of minor students who have a primary or home language other than English.

Education records are those records related to a student maintained by the district. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent and eligible student notice and consent will comply with all state and federal laws.

Personally identifiable information shall not be disclosed without parent or eligible student authorization or as otherwise provided by Board policy and law.

Permanent records are maintained in a minimum one-hour fire-safe place in the district office by the principal. Permanent records shall include:

1. Full legal name of student;
2. Name and address of educational agency or institution;
3. Student birth date and place of birth;
4. Name of parent/guardian;
5. Date of entry into school;
6. Name of school previously attended;
7. Course of study and marks received;
8. Data documenting a student's progress toward the achievement of state standards and must include a student's Oregon State Assessment results;
9. Credits earned;
10. Attendance;
11. Date of withdrawal from school;
12. Other information, i.e., psychological test information, anecdotal records, records of conversations, discipline records, IEP's, etc.

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

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

### *Access/Release of Education Records*

By law, both parents, whether married, separated or divorced, have access to the records of a student who is under 18 years of age, unless the district is provided evidence that there is a court order, state statute or legally-binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

Parents of a minor, or an eligible student (if 18 years of age or older), inspect and review education records during regular district hours.

### *Provision for Hearing to Challenge Content of Education Records*

Parents of a minor, or eligible student (if 18 years of age or older), may inspect and review the student's education records and request a correction if the records are inaccurate, misleading or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the contents of the records, the requester has the right to a hearing as follows:

1. Parents shall make request for hearing in which the objections are specified in writing to the principal;
2. The principal shall establish a date and location for the hearing agreeable to both parties;
3. The hearings panel shall consist of the following:
  - a. The principal or designated representative;
  - b. A member chosen by the eligible student or student's parent(s); and
  - c. A disinterested, qualified third party appointed by the superintendent.
4. The hearing shall be private. Persons other than the student, parents or guardians, witnesses and counsel shall not be admitted.

An individual who does not have a direct interest in the outcome of the hearing shall preside over the panel. He/She shall hear evidence from the staff and from the parents to determine the point or points of disagreement regarding the education records. The panel shall make a determination after hearing the evidence and determine what steps, if any, are to be taken to correct the education record. Such actions are to be made in writing to the parents.

If, after such hearing is held as described above, the parents are not satisfied with the recommended action, the parents may appeal to the Board where the action of the hearings panel may be reviewed and affirmed, reversed or modified. Procedure for appeal beyond the local Board follows the prescribed actions as set forth in federal regulations. The parent or eligible student may file a complaint with the Federal Family Compliance Office, United States Department of Education regarding an alleged violation of the Family Educational Rights and

Privacy Act. File complaints with the Family Policy Compliance Office, U.S. Department of Education, Washington D.C., 20202.

A copy of the district's education records policy and administrative regulation may be obtained by contacting the office.

#### *Requests for Education Records*

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

#### *Social Security Number*

The provision of the student's social security number is voluntary and will be included as part of the student's permanent record only as provided by the eligible student or parent. The district will notify the eligible student or parent as to the purposes a social security number will be used. At no point will a student's social security number or student identification number be considered directory information.

#### *Student Restraint and Seclusion*

The use of physical restraint and/or seclusion is permitted only as a part of a behavior support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to self or others.

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student.

In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee, or volunteer as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint/seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others.

Any student being restrained or secluded within the district whether an emergency or as part of a plan shall be constantly monitored by staff for the duration of the intervention.

Parents will be notified if their student has been restrained or secluded as described above.

#### *Transfer of Education Records*

The district shall transfer originals of all requested student education records, including any ESD records, relating to a particular student to the new educational agency when a request to transfer such records is made to the district. The transfer shall be made no later than 10 days after receipt of the request.

The district shall retain a copy of the education records that are to be transferred in accordance with applicable Oregon Administrative Rules.

Student report cards, records of diplomas may be withheld for nonpayment of fines or fees. See Fees, Fines and Charges. Records requested by another school district to determine the student's progress may not be withheld.

### SUPERVISION OF STUDENTS

Adult supervision is provided to students during regular school hours, while traveling on district-provided vehicles to and from school and while engaged in district-sponsored activities.

### TALENTED AND GIFTED PROGRAM

#### *Identification of Talented and Gifted Students*

The district serves academically talented and gifted students in grades K-12, including talented and gifted (TAG) student from such special populations as ethnic minorities, the economically disadvantaged, the culturally different, the underachieving gifted and students with disabilities. Students will be identified based on:

1. Behavioral, learning and/or performance information;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students or Smarter Balanced or other state adopted assessments.

Identified student shall score at or above the 97th percentile on one of these tests. Only students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.

#### *Appeals*

Parents may appeal the identification process services and/or placement of their student in the district's TAG program as follows:

#### *Informal Process:*

1. The parent(s) will contact the district TAG coordinator/teacher to request reconsideration;
2. The coordinator/teacher will confer with the parent(s) and may include any additional appropriate persons, e.g., principal, counselor, teacher, etc. At this time, information pertinent to the selection or placement or services will be shared;
3. If an agreement cannot be reached, the parent(s) may initiate the Formal Process.

*Formal Process:*

1. Parent(s) shall submit a written request for reconsideration of the identification/placement to the program supervisor;
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator;
3. The TAG coordinator and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request. Additional data may be gathered to support or change the earlier decision;
4. Parent(s) may be provided an opportunity to review school/district data and present additional evidence;
5. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
6. A decision will be made within 20 working days after receipt of the written request for reconsideration. The parents shall be notified of the decision in writing and the decision shall be forwarded to the superintendent;
7. The decision may be appealed to the Board;
8. If the parent(s) is still dissatisfied, he/she has access of appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR). The district shall provide a copy of the appropriate OAR upon request.

*Programs and Services*

The district's TAG program and service options will be developed and based on the individual needs of the student.

*Programs and Services Complaints*

Individuals with complaints regarding the appropriateness of programs or services provided for TAG students should complete the TAG Standards Complaint form available through the school

office. All complaints will be reported to the superintendent who will arrange for a review committee to meet within two school days of receiving the written complaint to review all pertinent information.

A recommendation will be submitted to the superintendent within 10 school days of receiving the original complaint. The superintendent will report the recommendation to the Board whose decision will be final.

The complainant may file an appeal with the State Superintendent of Public Instruction if dissatisfied with the decision of the Board or 90 or more days have elapsed since the original filing of a written complaint alleging a violation of standards with the district. An appropriate copy of the OAR will be provided upon request.

### TECHNOLOGY ACCESS BY STUDENTS

All students will have access to computers and the Internet as part of their educational experience. Detailed policies regarding the rights and responsibilities of the students while accessing the Internet are available upon request. All students and staff are expected to follow the district's Acceptable User Policy. Student internet records may be monitored.

**Students will be provided access unless parents specifically request in writing that the student be denied that access.**

### THREATS

Student conduct that tends to threaten or intimidate and disrupt the educational environment, whether on or off school property, will not be tolerated. The district prohibits student violence or threats of violence in any form. A student may not verbally or physically threaten or intimidate another student, staff member, or third parties on school property. A student also may not use electronic equipment belonging to the student or the school to threaten, harass or intimidate another. Additionally, false threats, including false threats to school property, will not be tolerated.

Students in violation of the district's threats policy will be subject to discipline under the Student Code of Conduct and may be subject to civil or criminal liability.

### TOBACCO-FREE ENVIRONMENT

Student possession, use, sale, including any smoking device is strictly prohibited. Any form of promotion or advertisement related to tobacco is also strictly prohibited. For the purposes of this policy, “tobacco” is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, known as smokeless, dip, chew, snuff, in any form[, nicotine or nicotine delivering device, chemicals or devices that produce the physical effect of nicotine substances or any other tobacco substitute (e.g., e-cigarettes). This does not include FDA approved nicotine replacement therapy products used for the purpose of cessation.

### TRANSFER OF STUDENTS

Parents may request a transfer of their student to another school in the district in the event the school the student is attending is identified as persistently dangerous; the student has been a victim of a violent criminal offense in or on the grounds of the school the student attends. The transfer must be to a safe school. Additionally, requests to transfer to another school in the district for other reasons or to a school outside the district may be approved in certain circumstances. Contact a building administrator or a counselor for additional information.

### TRANSPORTATION OF STUDENTS

A student being transported on district-provided transportation is required to comply with the Student Code of Conduct. Any student who fails to comply with the student code of conduct may be denied transportation services and shall be subject to disciplinary action.

#### *Transportation Rules*

The following rules shall apply to student conduct on district transportation:

1. Students being transported are under the authority of the bus driver;
2. Fighting, wrestling or boisterous activity is prohibited on the bus;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening;
5. Students will not bring firearms, weapons or other potentially hazardous materials on the bus;
6. Students will not bring animals, except approved assistance guide animals, on the bus;
7. Students will remain seated while bus is in motion;
8. Students may be assigned seats by the bus driver;

9. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;
10. Students will not extend their hands, arms or heads through bus windows;
11. Students will have written permission to leave the bus other than for home or school;
12. Students will converse in normal tones; loud or vulgar language is prohibited;
13. Students will not open or close windows without permission of the driver;
14. Students will keep the bus clean and must refrain from damaging it;
15. Students will be courteous to the driver, fellow students and passersby;
16. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

#### *Disciplinary Procedures for Violations of Transportation Rules*

The following procedures shall be followed when a discipline concern arises on a vehicle serving a regular route or an extracurricular activity:

1. First Citation - Warning\*: The driver verbally restates behavior expectations and issues a warning citation\*. The driver may assign the student to a particular seat.
2. Second Citation\*: The student is suspended from the bus for three (3) days.
3. Third Citation\* of the year: The student receives a 5- to 10-day suspension and will not be able to ride the bus until a conference, arranged by the transportation contractor, has been held with the student, the parent, the bus driver, the transportation contractor and the principal. Further violations of bus regulations will be considered a severe violation.
4. Severe Violations: Any severe violation may result in the immediate suspension of the student for a minimum of 10 days, and up to a 1-year expulsion. There will be a hearing at this time, arranged by the transportation contractor, involving the student, the bus driver, the transportation contractor, the parent and the principal.
5. In all instances, the appeal process may be used if the student and/or parent desires.

\* All citations must be signed by the parents, [the transportation supervisor], the bus driver and the principal before the student will be allowed to ride the bus again.

### TRAVEL SERVICES

The solicitation and sale of travel services by any person or group that contracts for, sells, provides, furnishes, arranges or advertises travel services is prohibited on school property.

Any district-approved seller of travel must meet the district's criteria for such vendors.

### VISITORS

Parents and other visitors are encouraged to visit district schools. To ensure the safety and welfare of students, that school work is not disrupted and that visitors are properly directed to the areas in which they are interested, all visitors must report to the office upon entering school property. Photo ID of visitors may be requested. In the absence of photo ID, a visitor may be denied access to the district facility. The principal will approve requests to visit, as appropriate. Students will not be permitted to bring visitors to school without prior approval of the principal.

# UHS Student Handbook Supplement 2022-2023



**Our mission is to establish a positive learning environment that embraces the individual potential of our students and their educational excellence.**

## Umatilla High School

### Student Hours

**Monday-Thursday:**  
Class begins 7:30  
Dismissal 2:40

**Friday:**  
Class begins 7:30  
Lunch Dismissal 11:04  
Lunch goes to 11:35

**The main office is open Monday through Friday from 7:00-3:00.**

**Umatilla High School  
1400 7<sup>th</sup> Street  
Umatilla, OR 97882  
Main Office 541-922-6500**

**Website: <http://uhs.umatilla.k12.or.us/>**



## UHS Mission

**Students** will help us achieve our mission by:

- Following school rules and procedures found in the UHS Student Handbook
- Coming to school each day on time and ready to learn
- Working hard to do their best in class and on school work
- Helping to keep their school safe – Reporting issues to administration
- Asking for help when needed
- Showing respect for and cooperating with other students and adults
- Taking accountability for their actions and decisions

**Parents** will help children learn responsibility by:

- Having high expectations for their children
- Ensuring their children attend school on time and ready to learn
- Monitoring academic progress
- Communicating and working with teachers and other school staff
- Respecting school staff and the importance of education
- Respecting the diversity of others
- Supporting all school policies, rules, and standards

**Educators** will help parents and students by:

- Believing that all students can learn
- Respecting diversity of others
- Providing equitable and consistent treatment for all students
- Having rigorous academic expectations for students
- Being available for students seeking help
- Consistently communicating with parents/guardians

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# UMATILLA SCHOOL DISTRICT NO. 6

## BOARD OF DIRECTORS

**Jon Lorence, Chairperson**  
**Lesly Claustro-Sanguino**  
**Josiah Barron**  
**Veronica Gutierrez**

**Toby Cranston**  
**Jorge Meza**  
**Travis Eynon**

## UMATILLA HIGH SCHOOL ADMINISTRATION

**Heidi Sipe, Superintendent**  
**Bob Lorence, Principal**

**April Dirksen, Vice Principal**  
**Scott Bow, Athletic Director**

## UMATILLA HIGH SCHOOL FACULTY

<b>Corinne Funderburk</b>	Language Arts	<b>Holly Nygren</b>	Family & Consumer Science
<b>Clint Hill</b>	Language Arts	<b>Marisa Gonzalez</b>	Health/PE
<b>Alexa Lougee</b>	Language Arts	<b>Shann West</b>	PE
<b>Edgar Navarette Ruiz</b>	Language Arts	<b>Scott Bow</b>	Success101
<b>Tim Lee</b>	Social Studies	<b>Nicole Silver</b>	Art
<b>Chris Early</b>	Social Studies	<b>Kyle Sipe</b>	CTE Woods, Robotics
<b>Kelley Swarat</b>	Social Studies	<b>Brandon Quam</b>	Band/Choir
<b>Hannah Wicklander</b>	Mathematics	<b>Lupe Escovedo</b>	Spanish/Mathematics
<b>Nancy Swarat</b>	Mathematics	<b>Keith Gebers</b>	Business Education
<b>Amy Jewett</b>	Science	<b>Caden Sipe</b>	CTE Woods, Exploring Trades
<b>Gabriella Gilbride</b>	Science	<b>Eric Lougee</b>	ESL
<b>Dee Lorence</b>	Counselor	<b>Sam Morrow</b>	Special Education
<b>Mary Buckallew</b>	Grad Specialist	<b>Shari Humphrey</b>	Sped. Life Skills
<b>Tammy Wagner</b>	Childcare	<b>Dorothy Estrada</b>	Alternative Education
		<b>Samantha Erz</b>	Roving Substitute

## UMATILLA HIGH SCHOOL CLASSIFIED STAFF

<b>Debbie Tesch</b>	Office Manager	<b>Monica Anderson</b>	Sped. Assistant
<b>Lupe Armenta</b>	Attendance Secretary	<b>TBA</b>	Sped. Assistant
<b>Jennifer Franks</b>	PowerSchool	<b>David Cooper</b>	Sped. Assistant
<b>Desirae Zumudio</b>	Library Assistant		Sped. Assistant
<b>Lorena Mendoza</b>	Counseling Secretary	<b>Lisa Keller</b>	Food Services
<b>Tina Ridings</b>	Data / Afterschool	<b>TBA</b>	Food Services
		<b>TBA</b>	Food Services
<b>Vinny Stefani</b>	Facilities Director	<b>Jerry Mitchell</b>	Day Custodian
<b>David White</b>	Maintenance	<b>TBA</b>	Night Custodian
<b>Pedro Ortiz</b>	Grounds		

## **VISITORS**

All visitors **MUST** report to the office upon entering school property to ensure the safety and welfare of students. The administration will approve visitation requests.

## **FEES**

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers and notebooks. **Each student will be required to purchase an ASB card and pay an activities fee (\$20).** Other costs, including yearbook (\$40), lab fees (varies), and club dues (\$20).

## **ASSEMBLY OF STUDENTS**

It is imperative in the educational process that full opportunity be provided for students to inquire, question, and exchange ideas. They should not simply be allowed, but encouraged to participate in discussions in which many points of view, including those that may be controversial, are freely expressed. Students should be provided with avenues for the research of ideas and causes that interests them, and should be allowed to express their opinions. It shall be the responsibility of students, however, to express their opinions, and to demonstrate their support for causes at times and places which will not materially or substantially interfere with the educational process, or with the appropriate operation of the school. Students must recognize that others have equal rights to pursue their studies and particular interests and to express their opinions. Additionally, students are to remember the limitations imposed by rules of libel, slander, obscenity, and incitement to riot.

## **GENERAL POLICIES ON STUDENT EXPECTATIONS**

### **GENERAL BEHAVIOR IN HALLS & ON GROUNDS**

Students are to behave in a respectful manner at all times, and are to adhere to directions given by ANY member of the school staff in the halls and on the school grounds. Eating or drinking anything other than water is not permitted in the halls or foyer.

### **VIDEO SURVEILLANCE**

Umatilla High School is equipped with a video surveillance system. Parents and students need to be aware that activities on the school campus are being recorded for security purposes. Video recordings may be provided to law enforcement agencies.

### **USE OF TOBACCO PRODUCTS (Including E-Cigarettes)**

The use or possession of tobacco products, or vaping by students is prohibited on the high school campus. Students will not use tobacco at any school activity, function, or event, held on or off the school grounds. Violating this rule will result in suspension.

### **VULGAR LANGUAGE/GESTURES**

Vulgarity in the school or on school grounds is not permitted and may result in disciplinary action.

### **DISPLAYS OF AFFECTION**

Umatilla High School is not the place where intimacies should occur. Handholding, locking arms, and walking arm-in-arm are acceptable; more extreme displays are unacceptable. Those who consistently ignore this policy will be subject to discipline to include possible suspension and parental conferences.

## **ELECTRONIC DEVICES / CELL PHONES**

Personal electronic devices are to be put away and turned off during class time unless otherwise directed by teacher for educational purposes. **Electronic devices inappropriately used during class will be need to be set on the teacher's desk. Students can retrieve them at the end of the period. Students, who refuse to put their phone on the teacher's desk, will receive a referral to the office. Their phone will remain in the office until the end of the day.** After a student loses their phone 3 times, they will need to check it into the office every day and pick it up at the end of the day. **Earbuds can't be seen in class, during instructional time, and will be taken away if seen.** Electronic devices and earbuds may be used during passing time and breaks.

## **SKATEBOARDS/ROLLER BLADES**

The use of skateboards and roller blades is prohibited at Umatilla High School at all times. They are to be placed in the office after arriving to school and left there until the end of the day. Violators of this policy may have their skateboards and /or roller blades confiscated and returned to parents. Continued violations could result in further disciplinary action.

## **CLASSROOM BEHAVIOR**

Students are expected to be in class on time to learn and comply with teachers established behavior guidelines. Flagrant or repeated misconduct will result in disciplinary action (see discipline matrix).

## **CHEATING/PLAGIARISM**

Cheating/plagiarism are defined as an attempt by any student to use unauthorized materials or information during a test or in the preparation of an assignment. Some examples of cheating/plagiarism include: copying from another person's paper, using or possessing crib notes, copying and pasting from the internet sources without authorization and unauthorized use of a text book. (See discipline matrix)

Students who willingly and knowingly allow their information or materials to be used for cheating shall also be considered guilty of cheating.

## **PREPARATION FOR CLASS**

Each student is expected to report to class with pencil or pen, paper, homework, and books or other materials required by the teacher. Habitually failing to do so shall result in disciplinary action.

## **TEXTBOOKS**

The student is responsible for maintaining her/his textbook. Fines may be assessed if the material is lost, damaged, or defaced. Parents will be expected to pay the fine if the student cannot.

## **ATTENDANCE POLICIES**

**There is a direct relationship between strong attendance and class success.** Students with good attendance generally achieve higher grades, enjoy school, and are more employable after completing high school.

To help students achieve maximum benefit from their education at Umatilla High School, the following procedures with regard to attendance will be used:

Parents are asked to call the high school office after 7:00 a.m. if their student is unable to attend school that day (541-922-6525). An automated phone call will be made by the end of the school day for those absent.

When it is known in advance that a student must be absent, a prearranged absence form must be obtained from the office, presented to the student's teachers to be signed, and returned to the office before the student may leave. This must be done in order for the absence to be considered excused. Please provide the office 24 hours advanced notice for anticipated absences of less than four school days, five days prior written notice is requested for anticipated

absences of four school days or more.

Every year many students travel to other parts of the world during the school year. While we understand that this is an important time for them to see their grandparents and other relatives, we are concerned about the impact that this has on the students' education.

In order to better meet the educational requirements of Umatilla High School we are asking for the following:

1. Advise the school office of your departure date as soon as possible. **At least two weeks' notice is needed** so that teachers can prepare work.
2. Let us know when you expect to return.
3. Insist that your children do the work assigned in a timely manner. Work that is done in a rush and at the last second will not be acceptable.
4. It is the responsibility of the students who are going to Mexico or elsewhere to do the following:
  - a. Pick up a leave slip from the office. Take it home for parents to fill out and sign and return this document to the office.
  - b. **Go to each teacher at least two weeks before the departure date to ask for work. Waiting until just before the leave date makes it difficult for teachers to prepare work and may result in the student having no credit for the class.**
  - c. Arrange with teacher to take any exams missed.

It is the responsibility of the teachers to do the following:

1. Prepare work packets for students who have indicated that they will be traveling. Unless it is an emergency, two weeks' notice will be required. This period of time may be waived by the building administrator.
2. Prepare notes explaining the work.
3. Evaluate the work handed in when the student returns and decide if the work merits a passing grade for the semester. Teachers will have the option of giving students pass/fail grades rather than letter grades.

## **ABSENCES AND EXCUSES**

**Parents are required to notify office by phone or through written excuse within 48 hours following the absence. Failure to do so may lead to disciplinary action.**

A student who must leave school during the day is required to bring a note from his/her parent. A student who becomes ill during the school day should, with the teacher's permission, report to the school office. Office personnel will decide whether or not the student should be sent home and will attempt to notify the student's parent as appropriate.

**It is the responsibility of the student to obtain missing class work.** A student who has been absent for any reason is required to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. Parents should contact the office to arrange for the collection of homework assignments for a student who will be absent several days.

### **Students who are absent one day:**

- Will take previously announced quizzes and tests and hand in previously assigned work the day they return to class.
- And have assignments and/or quizzes/tests assigned in their absence should be afforded one additional day to make up the work upon returning to work.

### **Students who are absent for multiple days:**

- Are afforded one day of makeup for each day missed. The student is responsible for conferring with the teacher to arrange a make-up schedule.
- Again, work previously assigned is due the day of the student's return.
- If long-term assignments carry a deadline, students are expected to send the assignment to school if they are absent.

## **Excessive Absences Consequences**

Students are required to maintain regular attendance as required by ORS 339.065. Regular attendance is defined by the state of Oregon which defines irregular attendance as eight unexcused one-half day absences or 32 class period absences during any four-week period of a school session.

Be advised that failure to comply with Oregon’s compulsory attendance laws is a violation that will result in consequences. The first time a student does not meet the attendance requirement within the four-week time period, they will receive a letter and a meeting will be set up with the student and their parents along with Mrs. Dirksen.

The second time a student doesn’t meet the academic standards, they will receive a second letter and have another meeting with parents and Mrs. Dirksen. At that meeting, there will be a contract signed stating:

1. Oregon’s compulsory attendance law and the student’s attendance record;
2. The reasons for the student’s noncompliance;
3. The development of a plan for improvement
4. Resources available to help the student be successful in school;
5. Any questions the parents may have concerning the potential consequences for continued noncompliance with Oregon’s compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.

It will also be explained at that time that if the student does not meet the compulsory attendance law for a third time and violates the contract, then the student and parent(s) will be mandated to meet with the Umatilla County Youth Services and the Community Accountability Board (CAB) where a fine of up to \$500 will be given.

**TARDY**

Students are expected to be in class on time; otherwise they are considered tardy. Students who are more than 10 minutes late will be considered absent. Those students who get 5 or more tardies in a week will be subject to discipline and attendance contracts. Please see the matrix below.

<b>Tardies</b>	<b>Weekly Check</b>	<b>Student/Parent Contract after 2nd Offense</b>
<b>1st Offense</b>	5+	Warning
<b>2nd Offense</b>	5+	3 days Lunch Detention
<b>3rd Offense</b>	5+	1 week Lunch Detention / No off Campus for 2 weeks
<b>Late Back from Lunch Student/Parent Contract after 2nd Offense</b>		
<b>1st Offense</b>	2+	Warning
<b>2nd Offense</b>		Loss of Open Campus for 2 weeks with 1 week of lunch detention
<b>3rd Offense</b>		Loss of Open Campus for 1 month
<b>Absences – Unexcused – Skipping Student/Parent Contract after 2nd Offense</b>		
<b>1st Offense</b>	Warning	
<b>2nd Offense</b>	Lunch Detention for a day	
<b>3rd Offense</b>	Lunch Detention for a week / No off campus for 2 weeks.	
<b>4th Offense</b>	ISS – Loss of off campus for a month	

**TRUANCY (Skipping)**

A student who is absent from school or any class without permission will be considered truant and subject to disciplinary action including detention, suspension, and/or expulsion. Student athletes that are truant will follow the athletic policy.

## VEHICLES ON CAMPUS

Vehicles parked on district property are under the jurisdiction of the district. Students will be notified that as a condition of parking on district property, district officials may conduct searches of vehicles upon reasonable suspicion of a policy, rule and/or procedure violation. Students must obtain a parking permit issued by UHS to park in paved lots. Vehicles without permits can park in the gravel lot across 7th Street from UHS. To register vehicle(s) students will need to provide the license plate numbers of all vehicles that may be parked at school as well as make and model.

The school district provides adequate transportation for students. Driving a car to school is a privilege rather than a right or necessity. State and local traffic laws and school rules must be followed when operating vehicles on school premises. Students are prohibited from parking in designated staff and visitor parking areas. Vehicles must be parked within the designated lines. Traffic infractions by students driving on school grounds will result in disciplinary action by the school and loss of privileges will be loss if multiple infractions occur. Serious offenses will be reported to the police.

**The district assumes no responsibility or liability for loss or damage to vehicles or bicycles.**

## CLOSED CAMPUS

**UHS is a closed campus, with the exception of a student's scheduled lunch period. Open campus is a privilege and if students are missing class before or after lunch, they will lose the privilege of being able to leave at lunch.**

Once students arrive on school grounds either by walking, bus or by car, they are to remain on campus until their scheduled lunch period. *Students are not to walk off campus in the mornings to go to local stores before school starts. Students are not allowed to leave the campus during the AM class periods or the PM class periods unless their schedule reflects instructional tutors leaving for their placement, work experience or college courses.* Students who violate our closed campus policy will lose the privilege of participating in open campus during lunch periods and will receive disciplinary action.

**Students are not allowed to leave campus during their school day without signing out properly in the office.** Parents who request their students to leave the campus must be aware that the students are not under the school's supervision during those times. **Students who are leaving campus must check out at the office.** The main office must approve required trips to the doctor, dentist, etc. Such trips must be pre-arranged by a note or phone call.

## OFF LIMIT AREAS (refer to map on page 28)

All students are to remain on school grounds during the school day. The following areas are **off limits** during the school hours. Students caught in these areas will be referred to the office for disciplinary action which can include being charged with trespassing.

- Softball dugouts, baseball dugouts, baseball field, football and track facility.
- The area below the soccer and lacrosse field (where the bonfire takes place)
- Any treed area along the Umatilla River that is managed by the school district.
- The area behind CBMS / garbage cans

## PASSES

No student is to be outside her/his regularly scheduled class without an approved hall pass. Students in the hall without a pass or off track to assigned destination may be subject to disciplinary action. **Students will not be allowed to get a pass the first 10 minutes or the last 10 minutes of class.**

# RIGHTS AND POLICIES ON DISCIPLINE

## STUDENT DISCIPLINE CODE

Discipline, as administered by Umatilla High School in conjunction with the home, is based on a counseling philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to function successfully in their educational and social environments. The discipline shall be progressive in nature.

The major objectives of discipline in the schools are to teach the following fundamental concepts for living:

- (1) respect for the rights, dignity and safety of all individuals within the school and community;
- (2) respect for law and observance of school district policies, procedures and local regulations; and
- (3) respect for public and private property rights.

The procedures employed to attain these objectives involve counseling by teachers, counselors, administrators and the involvement of parents or persons having custody of the student(s). As used in these procedures, the word "parent" includes, when applicable, the person having custody of the student.

## RIGHT TO DUE PROCESS

Students disciplined by a school authority are guaranteed certain due process rights, which include the following:

1. oral or written notice of the nature of the rule, violation of which will result in discipline;
2. oral or written notice of the nature of the specific violation and the intended disciplinary penalty;
3. an opportunity for the students to "tell his/her side of the story" to the person who dispenses discipline;
4. if the student denies the charges, an explanation of the evidence of the violation upon which the school authority is relying will be made to the student, including, if available, camera footage.

Because the behavioral problems of the students vary in the degree of seriousness, the corrective actions to be taken must be determined by the professional judgment of the administrator and will be progressive in nature (see discipline matrix).

## DISCIPLINE PROCESS

All discipline referrals are documented as part of the student's permanent record.

## DETENTION

A student may be detained at lunch time, during school or after school for violations of the Student Code of Conduct. The school will attempt to notify the student's parents of the date and reason for the detention. **Failure to attend the detention shall result in in-school suspension.**

## IN-SCHOOL SUSPENSION

In-school suspension temporarily denies a student the privilege of attending classes. Students will be required to work on school work during this time in an isolated setting. **Failure to attend the in-school suspension will result in further disciplinary action.**

## OUT OF SCHOOL SUSPENSION

Suspension temporarily denies a student the privilege of attending classes, school or school activities until a formal meeting with the parent has taken place to consider re-instatement. In special circumstances, a suspension may be continued until some specific pending action occurs such as court hearing, a medical evaluation, or a review by a probation officer. Suspensions are made by the administration and are not to be used in lieu of expulsion.

Suspension procedures are as follows:

1. The student is informed that he/she is suspended, given the reason for the action, and sent home following the notification of parents. In the event parents cannot be contacted, the student will be sent home at the end of the day by his/her normal mode of transportation; the parents are notified by telephone (if possible) of the suspension and reasons for the action;

2. A disciplinary referral is sent to the parents stating the time, date and specific reason(s) for the suspension, including procedures to be followed by the student and the parents for possible re-instatement;
3. The parent has the responsibility for contacting the school to arrange for a conference.

A student may be suspended from school for up to and including ten school days for willful violations of the Student Code of Conduct. The district may require a student to attend school during non-school hours as an alternative to suspension.

An opportunity for the student to present his/her view of the alleged misconduct will be given. Each suspension will include a specification of the reasons for the suspension, the length of the suspension, a plan for readmission and an opportunity to appeal the decision.

Every reasonable and prompt effort will be made to notify the parent/s of a student's suspension.

**While under suspension, a student may not attend after school activities and athletic events, be present on district property nor participate in activities directed or sponsored by the district.**

Schoolwork missed by a student while on suspension may be made up upon the student's return to school. All suspended students are encouraged to collect materials to work on while on suspension. **It is the student's responsibility to collect and submit all missed work.** The student will be given the same number of school days as missed (plus one) to do the make-up work.

### **DRIVING PRIVILEGE SUSPENSION**

**Assaulting or menacing a school employee or another student; willful damage to district property; or use of threats, intimidation, harassment or coercion against a school employee or another student may also result in a request to the Oregon Department of Transportation for suspension of driving privileges. The decision to submit the request to the Department of Transportation may be appealed. Board policy JHFDA**

Umatilla High School utilizes a discipline matrix for determining penalties for improper behavior, attendance issues or policy infractions. Students need to review the matrix so that they will understand the consequence of their actions prior to making poor choices.

### **DISCIPLINE MATRIX**

This chart is a guideline for most situations. In most situations, teacher initiated actions and parent contact have already taken place in the classroom before the student has been referred to the office. The teacher and administrator may develop alternative solutions depending on the severity of the incident.

Student discipline includes both classroom discipline, as well as building-wide and common-area disciplinary actions for conduct and behavioral infractions. Classroom infractions are first subject to the classroom rules, standards and consequences that have been established by the teacher to ensure a productive learning environment for all students. All standards of due process apply to both classroom discipline protocol and disciplinary actions at the building administrative level.

Umatilla High School utilizes a discipline matrix for determining penalties for improper behavior or attendance issues (*see Discipline Matrix*). Points are assigned to the student from the discipline matrix as follows:

- Lunch Detention = 1 point per day
- In-School Suspension (ISS)= 2 points per day
- Out-of-School Suspension (OSS) = 3 points per day

Once a student has accumulated 20+ points, a parent conference is required. Each student will only be allowed to develop one behavior plan each school year.

Students and/or parents will be required to write a behavior contract in conjunction with administrative staff.

As part of the behavior contract, a student who has acquired 20+ points may petition to reduce their discipline point total by 1 point per week if the student has perfect attendance and zero disciplinary referrals for the week.

Once a student has accumulated 30+ points, a recommendation will be made to the school principal for alternative placement.

### **TIER 1 OFFENSES**

<b>Classroom Disruption</b>	
1 <sup>st</sup>	Lunch Detention, Parent contact by teacher and administrator
2 <sup>nd</sup>	2 Lunch Detentions, Parent Contact by teacher and administrator
3 <sup>rd</sup>	ISS, parent contacted by administrator, parent meeting and contract made up
<b>Insubordination (defiance/disobedience/disrespect)</b>	
1 <sup>st</sup>	Week of Lunch Detention, parent contacted by teacher and administrator
2 <sup>nd</sup>	ISS, parent contact by administrator
3 <sup>rd</sup>	Suspend up to 5 days, parent contact by administrator, may move to expel
<b>Aggressive Behavior / Horseplay</b>	
1 <sup>st</sup>	Lunch detention
2 <sup>nd</sup>	ISS, parent contact by administrator
3 <sup>rd</sup>	Suspend up to 5 days, parent contact by administrator, may move to expel
<b>Public Displays of Affection</b>	
1 <sup>st</sup>	Lunch detention
2 <sup>nd</sup>	Week of lunch detention, parent contacted by administrator
3 <sup>rd</sup>	ISS, parent contacted by administrator to set up a meeting
<b>Profanity/Inappropriate Language</b>	
1 <sup>st</sup>	Lunch detention, Parent contact by teacher and administrator
2 <sup>nd</sup>	2 Lunch Detentions, Parent contacted by administrator
3 <sup>rd</sup>	ISS, parent contacted by administrator
<b>Dress Code Violation</b>	
1 <sup>st</sup>	Warning, required to change clothing
2 <sup>nd</sup>	Lunch detention, required to change clothing, parent contact by administration
3 <sup>rd</sup>	2 Lunch Detentions, required to change clothing, parent contact by administration to set up a meeting
<b>Skipping/Leaving School Without Permission *If around lunch time student loses open campus privilege.</b>	
1 <sup>st</sup>	Lunch detention, Parent contact by administration
2 <sup>nd</sup>	2 Lunch detentions, parent contacted by administrator
3 <sup>rd</sup>	ISS, parent meeting with administration, contract made
<b>Electronic Devices - *If more than 3 times the student loses the privilege of having a phone in class.</b>	
1 <sup>st</sup>	Lunch Detention, device confiscated, given back at end of the day. Parent contact by teacher and administration
2 <sup>nd</sup>	2 Lunch detentions, device confiscated, parent contacted by teacher and administrator,
3 <sup>rd</sup>	ISS, parent meeting to come up with a contract

## TIER 2 OFFENSES

<b>Disorderly Conduct</b>	
1 <sup>st</sup>	In School Suspension- 1 day, parents notified by administration
2 <sup>nd</sup>	ISS- 2 days, parents notified by administration (behavior contract)
3 <sup>rd</sup>	Suspend up to 3 days depending on the contract, parents contacted by administration
<b>Misuse of Technology</b>	
1 <sup>st</sup>	Lunch Detention, Restricted access to technology, parent contacted by teacher & administrator
2 <sup>nd</sup>	ISS, Restricted access to technology, parent contact by administrator, (behavior contract)
3 <sup>rd</sup>	Suspend up to 5 days, parent contact by administrator, follow student contract
<b>Cheating / Plagiarism</b>	
1 <sup>st</sup>	Zero credit given, lunch detention, parent contact by teacher and administrator
2 <sup>nd</sup>	Zero credit given, ISS, parent contact by administrator, (behavior contract)
3 <sup>rd</sup>	Zero credit given, 2 days ISS, parent contact by administrator, follow contract
<b>Harassment, Intimidation, Bullying, Cyber-Bullying</b>	
1 <sup>st</sup>	ISS, parent contact by teacher and administrator.
2 <sup>nd</sup>	2 days ISS, parent contacted by administrator, (behavior contract)
3 <sup>rd</sup>	Suspend up to 5 days, parent contact by administrator, may move to expulsion hearing
<b>False/Misleading Information</b>	
1 <sup>st</sup>	ISS, parent contact by administrator
2 <sup>nd</sup>	2 days ISS, parent contact by administrator (behavior contract)
3 <sup>rd</sup>	Suspend up to 3 days depending on student contract

## TIER 3 OFFENSES

<b>Theft</b>	
1 <sup>st</sup>	Suspend up to 3 days, may contact police, parent contact by administration
2 <sup>nd</sup>	Suspend up to 5 days, may contact police, parent contact by administrator
3 <sup>rd</sup>	Suspend up to 5 days, will contact police, parent contact by administrator, may move to expel
<b>Fighting / Encouraging Fighting / Videoing a Fight / Assault</b>	
1 <sup>st</sup>	Suspend up to 3 days, parent contact by administrator. Police will be notified and student(s) may be cited.
2 <sup>nd</sup>	Suspend up to 5 days, parent contact by administrator. Police will be notified and student(s) may be cited.
3 <sup>rd</sup>	Suspend up to 5 days, parent contact by administrator, may move to expel. Police will be notified and student(s) may be cited. Alternate educational placement will be discussed.
<b>Trespassing</b>	
1 <sup>st</sup>	Suspend up to 3 days, parents contacted by administrator, will contact police
2 <sup>nd</sup>	Suspend up to 5 days, parents contacted by administrator, will contact police, may move to expulsion
<b>Tobacco, Smoking, Vaping</b>	
1 <sup>st</sup>	Suspend up to 3 days, will contact police, parent contact by administration, athletes also subject to athletic policy
2 <sup>nd</sup>	Suspend up to 5 days, will contact police, parent contact by administration, athletes also subject to athletic policy
3 <sup>rd</sup>	Suspend up to 10 days, will contact police, parent contact by administration, athletes also subject to athletic policy, may move to expulsion hearing
<b>Vandalism</b>	
1 <sup>st</sup>	Suspend up to 3 days, parent contact by administrator, pay/repair damage, may contact police
2 <sup>nd</sup>	Suspend up to 5 days, parent contact by administrator, pay/repair damage, will contact police
3 <sup>rd</sup>	Suspend up to 10 days, parent contact by administrator, pay/repair damage, will contact police, may move to expulsion hearing

<b>Gang Behavior</b>	
1 <sup>st</sup>	Suspend up to 3 day, parent contact by administrator, Police will be notified and student(s) may be cited.
2 <sup>nd</sup>	Suspend up to 5 days, parent contact by administrator, Police will be notified and student(s) may be cited.
3 <sup>rd</sup>	Suspend up to 10 days, parent contact by administrator, Police will be notified and student(s) may be cited., move to expel
<b>Drugs, Alcohol</b>	
1 <sup>st</sup>	Suspend up to 10 days, will contact police, parent contact by administration, athletes also subject to athletic policy
2 <sup>nd</sup>	Suspend up to 10 days, will contact police, parent contact by administration, athletes also subject to athletic policy, may move to expel
3 <sup>rd</sup>	Suspend up to 10 days, will contact police, parent contact by administration, athletes also subject to athletic policy, may move to expulsion hearing
<b>Extortion, Blackmail, Unlawful Coercion</b>	
1 <sup>st</sup>	Suspend up to 10 days, parent contact by administration, will contact police
2 <sup>nd</sup>	Move to expulsion hearing
<b>Arson</b>	
1 <sup>st</sup>	Suspend up to 10 days, parent contact by administrator, will contact police and fire marshal, will move to expel
<b>Bomb Threats or Use/Possession of Explosive Incendiary Devices</b>	
1 <sup>st</sup>	Suspend up to 10 days, parent contact by administrator, will contact police and fire marshal, will move to expel
<b>Breaking and Entering / Burglary</b>	
1 <sup>st</sup>	Suspend up to 10 days, parent contact by administrator, will contact police, will move to expel
<b>Weapons on School Grounds</b>	
1 <sup>st</sup>	Suspend up to 10 days, parent contact by administrator, will contact police, will move to expel
<b>Sexual Harassment</b>	
1 <sup>st</sup>	ISS, parent contact by administrator, may call police, behavior contract
2 <sup>nd</sup>	Suspend up to 5 days, may move to expulsion hearing, may call police
3 <sup>rd</sup>	Suspend up to 10 days, will contact police, parent contact by administration, athletes also subject to athletic policy, may move to expulsion hearing

## **SUBSTANCE ABUSE**

PHILOSOPHY STATEMENT: While drug, alcohol, and tobacco use is dangerous in all segments of American society, it poses a special risk to young people by denying them opportunity to develop physically, emotionally, psychologically, and socially. Umatilla High School is committed to establishing and maintaining a drug-free environment. **Possessing, selling, using or being under the influence of tobacco, alcohol, or other illegal and harmful drugs will not be allowed in the school, on school grounds or during school sponsored activities including athletic events, dances, field trips, etc.**

The District School Board recognizes that, (1) substance abuse creates both direct and indirect detrimental effects upon the educational processes within the school; (2) alcohol, tobacco, and other drug use by students is illegal and harmful, and (3) substance abuse/dependency is a condition which can be treated successfully.

Substance abuse is generally defined as (but not limited to): the use of narcotics, marijuana, alcohol, codeine, heroin, stimulants, depressants and hallucinogens, or imitation drugs obtained with or without a prescription that have been used in a manner dangerous to the health of the user.

Students, while under school jurisdiction (either on or off the school property), who possess, distribute, sell, or show evidence of substance use/abuse, shall be subject to the disciplinary procedures as outlined in the discipline matrix.

In the case of a drug-related medical emergency such as an overdose or an allergic reaction, immediate notification of 911 and the administrative office is required. Staff members will assist the student in any way possible. Parents/guardians shall be contacted immediately if possible. The parent/guardian or a staff member shall be designated to accompany the student to the hospital or emergency medical facility. An accident/injury report will be filled out and filed with the principal.

## GRADING GUIDELINES

### GRADING SCALE

- A = Advanced Competency (90-100%)
- B = Beyond Competency (80-89%)
- C = Proficient (70-79%)
- D = Developing Competency (60-69%)
- I = Incomplete (still in progress)
- F = Not Proficient (did not complete coursework to standard)

### GPA Scale

- 4.0
- 3.0
- 2.0
- 1.0

### GRADE CALCULATIONS

The following are key points about grading at UHS:

- In order to be considered proficient for a course, a student must meet the following criteria:
  1. The student must earn an overall course grade of ‘C’ or higher.
  2. The student must have a cumulative summative average of at least 70%.
  3. Students who score below 70% on their first assessment opportunity, will have two opportunities to bring their summative grade to proficiency.
    - a. A student who fails his/her first assessment will take a Form B assessment to earn a proficient score of 70%.
    - b. A student who needs to reassess a third time will complete an alternative assignment. The student will have an opportunity to earn a proficient score of 70%.
  4. A student who scored a 70% or better on their first assessment opportunity and wants to work toward mastery, up to 100%, will need to complete the alternative assignment proving mastery of the content.
  5. Students who are absent on the day of the 1<sup>st</sup> assessment, have the same three assessment opportunities listed above.
- Overall grade calculations are based upon the following grading structure:
  1. Summative assessments = 70% of the final overall grade for the course
  2. Formative assessments = 30% of the final overall grade for the course
- Summative assessments are linked to one or more course standards.
- Students who earn a D will earn high school credit for the course but will not be considered proficient in all aspects of the course.
- All courses will use the semester grading term

### **Behavior Grades**

On large projects (multi-week) or group assignments, career-related learning standards may be utilized to score timelines, neatness, etc. Not more than 10% of the overall assignment score may be weighted according to these standards.

Behaviors may not be reflected in final grades beyond the project or group work defined above. **Note:** CTE content areas will reflect behavior standards, as they are part of their academic content standards.

## **REASSESSMENT PROCEDURES**

**Reassessment opportunities shall be made available to students who have missed a summative assessment due to an absence, students who have failed a summative assessment, and students who strive for mastery.** Students will meet with their teacher to identify the reassessment material that needs to be completed prior to retesting.

Reassessment opportunities need to take place on or before the next scheduled Finish Friday. If the student fails or misses a Summative Assessment the week prior to a Finish Friday, they have until the next scheduled Finish Friday to complete the reassessment. Reassessment following the 2<sup>nd</sup> Semester needs to take place during the summer school session. Students will need to make arrangements to reassess sometime during the six week summer session.

## **ALTERNATE COURSES**

Some courses by their nature, credit recovery and peer tutoring, do not follow the guidelines above.

**Credit Recovery (Edmentum):** Students participating in credit recovery are rewarded credit (Pass/Fail) once coursework is completed and approved by a highly-qualified teacher assigned to the content area (Example: a student working on Algebra 1 in a Edmentum math class would receive an Algebra 1 credit for successfully completing the course). The grade communicated through PowerSchool for a credit recovery course is designed to communicate a student's participation and progress.

**Peer/Juvenile Tutoring and Teacher Assistants (TAs):** The Peer Tutor experience is designed for students who plan to work with children in the future. Juvenile Tutors will assist a middle school teacher and will attend every day. Bilingual and Peer Tutors are placed at the high school and matched with classrooms that need assistance. There are specific learning objectives for these courses. In order to receive credit a student would need to complete the objectives of the course and receive a successful recommendation from the mentor teacher. The grade communicated through PowerSchool for a Peer/Juvenile Tutor course is designed to communicate a student's participation and progress. TA grades will be pass/fail and students will earn 0.5 elective credit per semester. An 'F' grade would indicate that a student is not meeting participation and progress goals.

## GRADUATION REQUIREMENTS

The state of Oregon requires all students to complete a specified series of courses. In order to graduate from high school in this district, a student must successfully complete the credits outlined in the table below.

Subject	Graduating Class of 2014 and beyond
<b>Language Arts</b>	<b>4</b>
<b>Mathematics (Algebra 1 or higher)</b>	<b>3</b>
<b>Science</b>	<b>3</b>
<b>Social Science</b>	<b>3</b>
<b>Physical Education</b>	<b>1</b>
<b>Health Education</b>	<b>1</b>
<b>Arts</b>	<b>3</b>
<b>Second Language (Most 4 year colleges require two years in a foreign language)</b>	<b>3</b>
<b>Career &amp; Technical Education</b>	
<b>Electives</b>	<b>6</b>
<b>Total Credits to Graduate</b>	<b>24</b>

### ACCELERATED CREDIT

Accelerated credit (college credit obtained while a student is in high school) is a priority for the Umatilla School District. As shown in Brian Prescott's study for "Accelerated Learning Options: Moving the Needle on Access and Success", students who earn college and high school credits simultaneously have increased chances for future success. Over 44.8% of low-income students with dual enrollment/dual credit experience earn an associate's degree and 61.3% earn a bachelor's degree. Only 18.5% of low-income students without dual enrollment/dual credit experience earn an associate's degree and only 40.7% earn a bachelor's degree.

To assist Umatilla students in achieving college credit and working toward successful futures, Umatilla High School proposes the following adjustments to Expanded Options:

- 100% of tuition for courses applicable toward an AAOT, OTM or career certification will be paid for all Umatilla High School students who are enrolled full time, on-track to graduate, have a 3.0 cumulative GPA or above (students with a 2.0-3.0 GPA are eligible to participate in the parameters defined above if they have passed all required state benchmarks-OAKS or SBAC- for their graduation requirements).
- To be eligible to take online college courses, students must pass the college placement exam at the writing 121 level. \* Students below this level must meet with the counselor to discuss options.
- A student who takes and passes a college course will receive 0.5 high school credit for that course in the appropriate category toward graduation requirements.
- Tuition will be paid by the Umatilla School District directly to the college/university.
- Students who fail a dual credit/college credit course or withdraw after the deadline will reimburse the district the full cost of the course. Students who fail a dual credit/college credit class will no longer be eligible for direct district payment. If pre-approved, their future coursework may be reimbursed by the district upon successful course completion.
- Textbooks for dual credit courses are covered in full by the district. Textbooks for online or on-campus college courses are the responsibility of the family. The school will develop a lending library for core classes available only online or on-campus and students will have the opportunity to check those texts out from the school library as needed.
- Students interested in pursuing college coursework in high school must schedule a planning appointment with the high school counselor. A course schedule will be developed to help students work toward their AAOT, OTM, or career

certificate.

- College Study students must complete core classes prior to taking electives. Electives shall be taken upon individual consideration and approval.
- This program shall be in place as long as funds are available. Should demand exceed available funds, remaining funds for the quarter in which demand exceeds funding shall be distributed based on financial need. Financial need shall be determined by parent’s stated income on a request form.
- It is the student’s responsibility to correspond with the college instructor if they have questions or concerns.
- It is the responsibility of the student to drop a class.
- It is the responsibility of the student to know registration and drop deadlines.

## AAOT/OTM

### Associate of Arts Oregon Transfer (A.A.O.T.) Degree / Oregon Transfer Module (O.T.M.)

Many of the courses at Umatilla High School allow students to earn college credits toward the associate of arts Oregon transfer (A.A.O.T.) degree or the Oregon Transfer Module (O.T.M.).

The A.A.O.T. is a two year college program. To successfully earn this degree students must successfully complete a minimum of 90 credit hours. The A.A.O.T. degree will transfer to any Oregon University System (OUS) institution where students may complete requirements for a four-year baccalaureate degree.

The O.T.M. is a one-year module designed to complete a portion of students’ general education requirements and is transferable to any OUS institution.

#### Associate of Arts Oregon Transfer (A.A.O.T.) Degree

FOUNDATIONAL REQUIREMENTS	CREDITS
WR121 English Composition	4
WR122 English Composition	4
<i>OR</i> WR227 Technical Report Writing	4
COM111 Fundamentals of Speech	4
MTH105 Introduction to Contemporary Mathematics (or above)	4
Health/Wellness	3
DISCIPLINE STUDIES	CREDITS
Arts and Letters	12
Social Science	16
Science with Laboratory	12
Science/Math/Computer Science	4
Electives (12 career and technical credits)	23
<b>TOTAL CREDITS REQUIRED</b>	<b>90</b>

### Dual Credit Course List

High School Course	College Course
<b>Fundamentals of Computer Systems</b>	BT 121
<b>Introduction to Accounting</b>	BA 111
<b>Advanced Metal Fabrication</b>	AGM 211
<b>Spanish for Native Speakers</b>	Spanish 101, 102, 103
<b>Spanish 2</b>	Spanish 101, 102
<b>Algebra 2</b>	MTH90 or MTH95
<b>Math in Society</b>	MTH 98 / MTH 105
<b>Pre-Calculus</b>	MTH 111, 112
<b>On-Line Education</b>	Various options
<b>World History</b>	HST 104, 105
<b>SUCCESS 101</b>	Freshmen Transitions
<b>Intro to Education</b>	ED 115

*Course list may change due to teacher certification*

**CREDITS:** Credits are units by which academic progress is measured. One credit ordinarily represents an entire year's work in a course (0.5 credit = 1 semester).

**SEMESTER CALENDAR:** The school year is divided into two semesters (roughly 18 weeks). Credit is awarded on the basis on the semester grade. Only final semester grades are recorded on the student's permanent record.

**ACADEMIC STANDING:** Students are classified by their high school entry date/year. (A student in the tenth year of his or her education is classified as a tenth grader regardless of his or her credits.)

**FINISH FRIDAYS:** Umatilla High School utilizes Finish Fridays throughout the year as part of our academic intervention plan. **The purpose of Finish Fridays is to assist students who have incompletes or missing work to work towards showing proficiency. Each six weeks Friday class periods are designated as an intervention or extension time. These days are mandatory for all students to attend. Students who do not have intervention work will participate in an extension activity. Finish Friday A will be periods 1-4 and Finish Friday B will be periods 5-8.**

**GRADE POINT AVERAGE (GPA):** The high school grade point average is determined on semester grades earned. Only letter grades A – F are included in determining GPA.

#### 5 POINT SCALE:

The following will be calculated using the 5 point scale:

- Advanced high school courses:
  - Honors English
  - Advanced Biology
  - Chemistry
  - Physics
  - Math Analysis
  - Transcribed college-level courses that substitute for high school requirements.

**CLASS RANKING:** Students are ranked numerically according to grade point average at the end of each semester. Total class enrollment is included in computing class rank.

**DEAN'S LIST/HONOR ROLL:** The Dean's List is determined by GPA and is published each semester. To be eligible, students must have a GPA of 3.5 or above, have no incomplete grades, and be enrolled in at least five courses offering letter grades (A-F) which can be included in the GPA. Weighted GPA will be used.

To be eligible for the Honor Roll, students must have a GPA of 3.0 to 3.499, have no incomplete grades, and be enrolled in at least five courses offering letter grades which can be included in the GPA. Weighted GPA will be used.

**VALEDICTORIAN, SALUTATORIAN, AND HONORS RECOGNITION:** Seven semesters of work will be used in the determination of Valedictorian (senior with highest GPA), Salutatorian (senior with second highest GPA), and Honors (3.5 and above) students. The weighted GPA formula will be used.

## **DIPLOMA OPTIONS**

### **REGULAR DIPLOMA**

The regular diploma is based on the completion of state and district guidelines. All graduates are required to obtain twenty-four (24) credits as outlined on the Umatilla High School Transcript. These expectations are congruent with the Oregon Department of Education mandates.

### **MODIFIED DIPLOMA**

To receive a modified diploma a student must earn 24 units of credit, between grade 9 and the end of their high school career with at least 12 of those credits to include:

- English Language Arts – 3 units
- Mathematics – 2 units
- Science – 2 units
- Social Sciences – 2 units (which may include history, civics, geography and economics)
- Health Education – 1 unit
- Physical Education – 1 unit
- Career Technical Education, The Arts or Second Languages (units may be earned in any one or a combination) - 1 unit

Umatilla School District will be flexible in awarding the remaining 12 units of credit. These credits must be awarded to meet the needs of the individual student as specified in the education plan of the student with the expectations and standards aligned to appropriate grade level academic content standards. These credits may include professional technical education, electives, and career development in any of the above content areas.

Umatilla School District will grant credit toward a modified diploma only for courses that contain substantial academic content modified to meet the need of the individual student. We will provide grant credit for a modified diploma through a continuum of instruction beginning at basic skills and progressing through high level skills. Completion of one or two modified courses will not prohibit a student from earning a regular diploma. Each student will have an education plan and education profile as provided under OAR 581-022-1130.

The school district will notify the parent or guardian if the courses in grades 9 – 12 have been modified for an individual student. The student transcripts will clearly identify modified courses that do not count toward the regular diploma but that do count toward the modified diploma. Students issued modified diplomas will have the option of participating in the high school graduation ceremony with the members of his/her class who are receiving regular diplomas. Decisions to work toward a modified diploma will occur no earlier than the 6<sup>th</sup> grade year but no later than 2 years prior to anticipated exit.

### **GRADUATION EXERCISE POLICY**

Participation in UHS commencement ceremonies is considered an honor. In order to participate in the graduation ceremony, students must have passed all required and elective courses necessary for graduation and attended required practices. Students may be denied the opportunity to participate in the graduation ceremony for disciplinary reasons.

Parents of seniors who are in danger of being ineligible to participate in the graduation ceremony due to academic difficulties will be notified as soon as identified. Follow-up contacts shall continue until the completion of the school year.

Students, who meet the graduation requirements, complete their teacher checkout form and have their school fees paid, will receive their diploma following the graduation ceremony.

If a student disrupts the graduation ceremony, their diploma will be held and they will be required to appear before the School Board to face disciplinary actions.

### **CREDIT RECOVERY**

Umatilla High School offers students an opportunity to complete needed credits in order to graduate. The credit recovery courses are designed to get students back on track. Students must have failed a class or be a transfer student with credit deficiencies. Sophomore and Junior students will retake the courses that they failed. Seniors will have the opportunity to do credit recovery through our online Acellus Software.

### **SUMMER SCHOOL**

Umatilla High School sponsors an on-campus summer school program. The program will provide students who are behind in credits an opportunity to make up credit in core areas such as math, science, language arts and social science. There will be a certified staff member available for assistance Monday through Thursday of each week during the duration of the program. Acquired credits will be counted to determine eligibility for fall sports. Students are encouraged to attend summer school to complete required coursework. Additional information may be obtained by contacting the school's counselor.

### **EXTENDED OPTIONS PROGRAM**

Senate Bill 300 created the Extended Options Program (EOP) that began in the 2006-2007 school year. The state requires that we notify junior and senior students and their parents/guardians of the Extended Options Program prior to February 1. Parents and students must notify the school by May 15 if they are interested in participating in this program for the next school year. This opportunity is being offered in conjunction with Blue Mountain Community College.

To be **eligible** for the Extended Options Program, the students **MUST**:

- ✓ Be enrolled and be a resident student of Umatilla High School.
- ✓ Meet requirements for the District to receive State reimbursement for enrollment.
- ✓ Be in grade 11 or 12 or be 16 years old or older at the time of enrollment.
- ✓ Have an approved educational learning plan on file with the high school.
- ✓ Be accepted by Blue Mountain Community College (BMCC) and meet entrance requirement for 100 level college courses.

The **purposes** of the bill are for eligible students enrolled in grades 11 and 12 to:

- ✓ Have additional options to continue or complete their education.
- ✓ Earn concurrent high school and college credits.
- ✓ Gain early entry into post-secondary education.
- ✓ Participate in existing accelerated college credit programs.
- ✓ Enroll full-time or part-time in an eligible post-secondary institution.

The following are some **important details** about the Extended Options Program:

- ✓ Successful completion of courses may accelerate high school graduation if the courses are part of the student's approved educational learning plan.
- ✓ Failure to complete an eligible post-secondary course with a passing grade as defined by both Umatilla High School and the post-secondary institution may delay high school graduation and affect the student's eligibility for the EOP. In addition it may require the student to repay some or all expenses paid for and may affect eligibility for co-curricular or extra-curricular activities such as clubs and sports.
- ✓ Eligible expenses will be reimbursed by the school district upon satisfactory completion of course work.
- ✓ **Transportation will not be provided or paid for by the Umatilla School District.**
- ✓ The District will limit the number of credits purchased by the District according to guidelines set the State Board of Education.
- ✓ The District will limit the amount of eligible expenses paid for each eligible student to fifty percent of the district's general purpose grant.
- ✓ By State law priority will be given to eligible dropouts and students identified as "At Risk."
- ✓ Seniors who are enrolled in this program will be required to complete their senior project in Careers. Students that

are enrolled full time at the college must make an arrangement to take this course with the career instructor for senior students. Independent study may be an option.

## **COUNSELING SERVICES**

### **ACADEMIC COUNSELING**

Students are encouraged to talk with the school counselor, teachers and building administrators in order to learn about the curriculum, course offerings and graduation requirements. All students and their parents shall be notified annually about the recommended courses for students. Students who are interested in attending post-secondary education or training should work closely with the counselor so that they may take the courses that will best prepare them for their future. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

**NOTE: Teacher office hours are available each morning from 7:10-7:30.**

### **PERSONAL COUNSELING**

A counselor is available to assist students with a wide range of personal and social concerns. The counselor may also make available information about community resources to address personal concerns.

Parents are encouraged to contact the counselor to assist in addressing student concerns. Appointments to see the counselor can be made by calling the counselor's office or through email.

### **CHANGE OF STUDENT SCHEDULES**

Every effort will be made to ensure that class schedules meet the needs of the individual student. Schedule changes will be considered through the second week of the given semester or at the discretion of the building administrator. Following that time period, a change in schedule will require involvement of the student, parent, counselor, teachers involved, and principal. This system is designed to ensure that the best interests of the students are served.

### **PEER TUTOR/INTERNSHIP POLICY**

Juniors and seniors may elect to participate in the peer tutor/internship program to meet up to two elective credits.

1. Grading will be Pass / Fail.
2. Supervising staff must approve placement.
3. Performance objectives must be met for credit to be awarded.
4. Semester evaluations with a yearly reflection paper are required.

### **SUPERVISED WORK EXPERIENCE**

Juniors and seniors may choose to receive up to two elective credits through successful participation in a supervised work experience program.

1. The parent and school must approve the program
2. The student must submit verified documentation of the work experience on a regular basis.
3. Semester evaluation by the employer is required.
4. The school will check with employers on the status of the student.
5. A reflection paper is required of the student each year.

### **FOREIGN EXCHANGE STUDENTS**

The school may enroll students from other nations from those exchange programs officially recognized by the Board. Foreign exchange students that are admitted to school under an F-1 visa status will be required to pay tuition as required by law, and at the rate established by the Board. Exchange students attending school under a J-1 visa will be granted tuition waivers.

Foreign exchange students may be awarded a high school diploma upon satisfactory completion of the school's prescribed course of study.

## **WITHDRAWAL FROM SCHOOL**

When a student withdraws from school the following steps should be taken:

Parents shall contact the high school office to request a withdrawal of the student.

The student is to get a checkout sheet from the high school office, and starting with the library, get the sheet signed by all teachers and then return the sheet to the office to settle fee charges or receive a refund. Transcripts will be sent when requested by the new school.

## **GENERAL CLUB/ACTIVITY PROCEDURES**

### **CLUBS AND ORGANIZATIONS**

Student clubs and performing groups such as the band, choir, rally and athletic teams may establish rules of conduct - and consequences for misconduct - that are stricter than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization. Below is a list of UHS clubs and the advisor.

<b>Key Club:</b>	<b>Advisor: Samantha Erz</b>
<b>FCCLA</b>	<b>Advisor: Holly Nygren</b>
<b>Honor Society</b>	<b>Advisor: Nancy Swarat</b>
<b>Technology Club</b>	<b>Advisor: David Dever</b>
<b>Leadership/ASB</b>	<b>Advisor: April Dirksen</b>
<b>Animae Club</b>	<b>Advisor: Gabriella Gilbride</b>

### **EXTRA-CURRICULAR ACTIVITIES**

All students, regardless of their ability levels, are encouraged to take part in extracurricular activities and the many worthwhile learning experiences at Umatilla High School. Involvement in student government, student clubs, organizations, athletics and other activities are important to the development of students. Interested students should contact the office for additional information.

### **STUDENT OFFICES AND ELECTIONS**

Election of student officers is conducted annually. Students are required to maintain the same eligibility requirements as all athletic programs to qualify for a student office and may be removed from office for failure to maintain eligibility. Students will fill out an application to run for an office and an administrative committee will decide on the ASB officers.

### **ACCOUNTING PROCEDURES**

All Student Body organizations shall handle purchasing and financial transactions through the administrative offices in accordance with the following procedures:

1. All supplies must be purchased by the use of a Student Body purchase order with **advisor and administrative approval**.
2. All bills are to be paid by Student Body checks.
3. All Student Body clubs and organizations shall keep accurate accounts and shall be checked by the ASB Treasurer periodically.

No account is to operate "in the red" without administrative authorization.

## SCHOOL ASSEMBLIES

Assemblies and programs are held for the education and enjoyment of students and staff. Awards assemblies are held to recognize students and faculty efforts and achievements. Attendance at assemblies is mandatory unless announced otherwise. UHS students are expected to maintain high standards of conduct and to give every courtesy to the speaker and to the program. Class advisors will sit with their assigned grade level and will assist in monitoring behavior.

In order that students may be seated quickly, they are required to sit in their grade level section. When entering the main gym from the North side of the gym, seating will be as follows: (Facing the bleachers from the floor)

LEFT SECTION	LEFT MIDDLE SECTION	RIGHT MIDDLE SECTION	RIGHT SECTION
Seniors	Juniors	Sophomores	Freshman

All students must remain seated until excused from an assembly. Students are expected to be respectful to our school, National Anthem, and Flag Salute. Students will sit or stand quietly during the National Anthem and Flag Salute.

## DANCE REGULATIONS

In an effort to provide control of student dance conduct, the following regulations and chaperone suggestions are provided:

1. The rules of good conduct and grooming shall be observed for school dances and social events.
2. **Once admitted to the dance, students may not leave and re-enter once they have left.**
3. Guests (non-students of UHS) must be accompanied by a student and signed up in the High School Office ahead of time. There is a one-guest limit for each student attendee. All guests must be current students with valid student body card or a recent graduate from a Umatilla/Morrow County high school under the age of 20. The Activities Director must approve all guests. UHS administrators reserve the right to grant exceptions.
4. Students or guests who come to the dance under the influence of alcohol face disciplinary action. Parents will be notified to pick up their student. Police may be notified.
5. Students at the dances are subject to the authority of the chaperones.
6. There shall be a minimum of three (3) faculty chaperones for each dance. The dance may be canceled if the required number of chaperones cannot be secured. Additional parent chaperones are highly recommended. The advisor of the organization sponsoring the dance should check with the High School office the day of the dance to secure the names of the guests. The advisor has the primary responsibility for supervision of the dance. The Administration or her/his designee will be available for extra supervision and will attend all dances.

## SENIOR SKIP DAY or SENIOR PRANK

**The district does not authorize or endorse senior skip day or pranks. Student who participate in such activities will be disciplined according to the severity of the activity. Consequence can include referral to law enforcement and loss of graduation participation privileges.**

## ACADEMIC CALENDAR

Registration	August 6-18
Freshman Orientation 5:30-6:30pm	August 25
Freshman Jump Start / Leadership	August 29
All Students Attend	August 30
Picture Day	September 8
Homecoming vs. Weston 7pm	September 30
Homecoming Dance	October 1
Statewide In-service	October 7 ** No School
Picture Retakes	November 2
Conferences (3:00-7:00)	November 9
Conferences (12:30-3:00) 11:35 Student Dismissal	November 10
Veteran's Day Holiday	November 11 ** No School
Thanksgiving Vacation	November 23-25 ** No School
Christmas Vacation	December 19 – January 2 ** No School
School Resumes	January 3
Martin Luther King Jr. Day	January 16 ** No School
End of 1 <sup>st</sup> Semester	January 27
Semester 2 Begins	January 30
President's Day	February 20 ** No School
Spring Vacation	March 27-31 ** No School
Conferences (3:00-7:00)	April 19
Conferences (12:30-3:00) 11:35 Student Dismissal	April 20
Non-Contract Day for Staff	April 21 ** No School **Unless we need a snow make up day
Senior's Last Day	May 26
Memorial Day Holiday	May 29 ** No School
Graduation (10 a.m.) in Gym	June 3
Semester 2 Ends / Last Student Day	June 8

\* Subject to change due to snow days or unforeseen circumstances.

**NO GO ZONES! – Marked in RED**

Areas within the red are off limits  
during school hours.

Students will be charged with Trespassing



## **THE HISTORY OF UMATILLA HIGH SCHOOL**

The original high school, which most remember as the “Castle,” was built in 1912. At that time, it was just outside the city limits and served students from town as well as many from nearby farms. It consisted of four rooms and a Head Teacher’s office, which was later used as the counselor’s office.

In 1922, Umatilla High School saw its first graduating class of two girls: Loty Davis and Ruby Powell.

In 1924, four rooms were added on to the east side of the high school, which became the ERC room, math room, social science room and Title I room. A basement was included with this addition that housed the cafeteria. Miss Rix was the first cook at the new cafeteria.

In 1932, the gymnasium, called the “Old Gym,” was built.

In 1948, Army barracks from World War II were brought in as a short-term addition to accommodate growing numbers of students. They were referred to as the main building of the high school.

Our present building was constructed in 1999. The previous structures were removed to provide access for off-street parking and new tennis courts. Students placed a time capsule in the wall of the new construction in the spring of 1999. The capsule is located in the West wall of the main entrance of the building, behind a mounted plaque.

## **UHS FIGHT SONG**

On, you Vikings; on, you Vikings;  
They deserve our praise,  
We will fight with all our might,  
For the good old UHS,  
Win we must, our cause is just,  
So listen to our plea,  
Fight, fight for UHS and Victory.

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement.

Any information contained in this student handbook is subject to unilateral revision or elimination from time to time without notice.

# Athletic/Activity Student Handbook Umatilla School District 2022-2023



The Umatilla School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status or sex in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act.

## **FIGHT SONG**

On you Vikings, On you Vikings,  
They deserve our praise,  
We will fight with all our might,  
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## Umatilla High School Administration

Heidi Sipe  
Bob Lorence  
April Dirksen  
Scott Bow

Superintendent  
Principal  
Dean of Students  
Athletic Director

## Athletic Programs Coaching Staff

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
<p style="text-align: center;"><b>FOOTBALL</b></p> Kyle Sipe – Head Coach Jon Garrett – Asst. Coach Steven Williams – Asst. Coach Kaden Sipe – Asst. Coach Ian Coyle – Asst. Coach	<p style="text-align: center;"><b>BOYS BASKETBALL</b></p> Scott Bow – Head Coach Steven Williams – JV Coach	<p style="text-align: center;"><b>TRACK</b></p> Kathy Gertsch – Head Coach Oscar Contreras Asst. Coach Jacob Foutz – Asst. Coach
<p style="text-align: center;"><b>VOLLEYBALL</b></p> Tammy Wagner – Head Coach Carly Valadez – JV Coach	<p style="text-align: center;"><b>GIRLS BASKETBALL</b></p> Marisa Gonzalez – Head Coach David White – JV Coach	<p style="text-align: center;"><b>TENNIS</b></p> David White – Girls Coach Eric Lougee – Boys Coach
<p style="text-align: center;"><b>CROSS COUNTRY</b></p> Kathy Gertsch – Head Coach Gena Cook – JV Coach		<p style="text-align: center;"><b>SOFTBALL</b></p> Eric Olson – Head Coach Jordan Bennett Ast. Coach Mykel Liebe – Asst. Coach
<p style="text-align: center;"><b>BOYS SOCCER</b></p> Pedro Ortiz – Head Coach Enrique Leal – Asst. Coach		<p style="text-align: center;"><b>BASEBALL</b></p> Jon Garrett – Head Coach Blake Chewning – Ast. Coach
<p style="text-align: center;"><b>GIRLS SOCCER</b></p> Oscar Contreras – Head Coach Leticia Trujillo – JV Coach		

### **CLUBS AND ORGANIZATIONS**

Student clubs and performing groups such as the band, choir, rally and athletic teams may establish rules of conduct - and consequences for misconduct - that are stricter than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization. Below is a list of UHS clubs and the advisor.

**Key Club:**  
**Family, Career, Community Leaders of America**  
**National Honor Society**  
**Technology Club**  
**Leadership / ASB**  
**Anime Club**  
**Robotics**  
**Cheerleading**

**Advisor: Samantha Erz**  
**Advisor: Holly Nygren**  
**Advisor: Nancy Swarat**  
**Advisor: TBA**  
**Advisor: April Dirksen**  
**Advisor: Gabriella Gilbride**  
**Advisor: Kyle Sipe, Heidi Sipe**  
**Advisor: Corinne Funderburk,**  
**Hannah Wicklander**

## DISTRICT PHILOSOPHY

Extra-Curricular activities are an integral part of the educational program, adding greatly to the interest and desire of the students to improve their physical abilities. Properly supervised competition helps students learn to cope with and solve the problems of life situations.

Athletic programs are selected on the basis of needs, interests and abilities of students, and will be organized in a manner appropriate to the students' physical and emotional maturity. The decision of a "cut" or "no cut" policy will be determined by the Athletic Director, Principal, and the head coach of the respective sport.

The objectives of interscholastic athletics are the development of desirable traits in the individual and the meeting of students' competitive needs in a constructive, growth-producing setting. Championships should result as an outgrowth of personal success and positive, ethical coaching. It is hoped that each participant will be motivated and trained to strive for success and to obtain his/her peak performance as an athlete and a team member.

It is expected that all participants and coaches will experience learning opportunities in self-discipline, emotional control and sportsmanship.

### **All persons involved in Umatilla activities / athletics will:**

- 1) Emphasize proper ideals of sportsmanship, conduct and fair play;
- 2) Stress the values derived from playing the game fairly;
- 3) Respect the integrity and judgment of officials;
- 4) Understand the rules of the game;
- 5) Understand the rules of the school district;
- 6) Encourage leadership, goal setting, initiative and good judgment;
- 7) Recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well being of the individuals involved.

## ATHLETIC CODE OF CONDUCT

Because of the public nature of athletics and extracurricular activities sponsored by the Umatilla School District, students who participate in these activities are expected to conduct themselves at all times in a manner that will reflect the high standards and ideals of their team, school, and community. Athletes are representatives of the Umatilla School District. It is only through the observance of high personal standards of conduct that individuals and teams can attain maximum achievement and set a positive role model for other students. When a student elects to participate in an extracurricular activity, he/she automatically sets himself/herself apart from the general student body. Since these activities are voluntary, participants are subject to rules and policies created by the Umatilla School District and coach/advisor of the activity, and are bound by these rules as long as they choose to participate.

**Failure to uphold the student and athletic codes set forth by the Umatilla School District may result in a student athlete being suspended or removed from their respective sport. Decisions of this nature will be made by building administration in conjunction with the head coach.**

The following guidelines outline basic eligibility, Umatilla School District rules, and regulations of conduct. All students participating in activity programs must comply with these standards. The standards apply from the first legal practice date until the season ending awards event or the last contest, whichever is later. This policy is a minimum standard. **Coaches have the right to formulate additional requirements of conduct for students under their supervision in cooperation with the Athletic Director.**

## STUDENT / ATHLETE CODE OF CONDUCT

The district has authority and control over a student at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in district-provided transportation.

Students in violation of the student and athletic codes of conduct will be subject to discipline including detention, suspension, expulsion, removal from team/club, loss of playing time, and/or referral to law enforcement officials. If a student misses the bus due to disciplinary reasons, they may not be transported to the event for participation purposes.

### PERSONAL CONDUCT RULES

Students shall not:

- \* commit Tier III offenses as stated in Student Handbook or earn 20 points on the Discipline Matix
- \* knowingly possess, use and/or sell alcohol, tobacco, vapors or other controlled substances;
- \* be present at a site where minors (under the age of 21) are consuming alcohol and/or illegal drugs;
- \* be arrested and/or convicted of a felony or serious misdemeanor (i.e. shoplifting, disorderly conduct).

### CONSEQUENCES

1. **FIRST OFFENSE:** A group meeting shall be held with the student/athlete, parents, coaches, and the athletic director/administrator to discuss the incident. A substance abuse screening by a health care professional will be required at the student/athlete's expense when alcohol, tobacco, or other controlled substances are involved. The student/athlete can practice but will be suspended from contests for fourteen (14) calendar days. The student/athlete will not be able to compete until the substance abuse screening has been completed (if required).
2. **SECOND OFFENSE:** Suspension of the student/athlete from participation on any club/athletic team for six school months. The student/athlete will be required to undergo a new substance abuse screening by a health care professional and will successfully complete any recommended rehabilitation (if required) if drug or alcohol related. Furthermore, the student/athlete will be subject to random drug and alcohol tests for one calendar year. Any test results indicating continued or increased chemical levels will constitute a third offense. Failure to adhere to the prescribed consequences will result in the student/athlete being suspended from participation on any athletic team until such time as all the conditions have been met. All expenses incurred in this process are the responsibility of the athlete.
3. **THIRD OFFENSE:** Suspension of the student/athlete from participation on any club/athletic team for the remainder of their high school eligibility.

### MISCONDUCT

The advisor or head coach and his/her staff will handle the infractions of the program rules set forth by the coach. The advisor/head coach, athletic director, and/or principal will handle any student/athlete misconduct, which would bring discredit to the student/athlete, the team/club, or the school.

Consequences could be in the form of conditioning, loss of game time, suspension, and removal from the team. Accumulation of offenses will result in more extensive disciplinary action deemed appropriate by the coach, athletic director, and/or principal.

**Student/athletes who continually break the student code of conduct may be subject to loss of game time and/or suspension of club/athletic privileges. Decisions of this nature will be made by building administration in conjunction with the advisor or head coach.**

## **ENFORCEMENT OF RULES**

An administrator and the advisor or head coach of the affect activity or sport will be responsible for all decisions relating to disciplinary action resulting from violation of rules. It is highly recommended that advisors/coaches keep daily accounts of players in violation of team rules. Coaches will be notified of any school disciplinary action taken by the administration affecting student/athletes of the sport or activity.

## **DUE PROCESS**

Students involved in school activities are entitled to due process. This requires that the student be notified of the rule prior to a violation and that the student is made aware of the consequences of a violation. A student is entitled to the right to be heard, to present witnesses and have oral/written notice of charges.

**Procedure:** A student who does not abide by the rules and regulations will be disciplined, suspended, or dismissed from the team. All actions leading to discipline, suspension, or dismissal will be based on factual knowledge, not hearsay.

**Appeals:** Any decision made may be appealed to athletic director, principal, superintendent, and/or eventually, to the Umatilla School District Board of Education by following Umatilla School District adopted appeal procedures.

## **PARTICIPATION POLICY**

It is the objective of the Umatilla School District to provide a competitive team at the varsity level and it cannot be expected that all participants will be provided equal playing time. At the junior varsity and "C" level of participation, coaches shall attempt to provide all team members participation in competition during the athletic season.

Student athletes may turn out for a sport up until the first competition.

Student athletes may choose to switch sports within the first ten (10) days of practice. For example, if a student goes out for basketball and decides to wrestle instead, the switch has to be made by the 11<sup>th</sup> practice.

Students may elect to exercise a five school day grace period from the end of the regular season prior to entering their next sport. There is no grace period after post season play.

All practices are required unless prior arrangements have been made with the coaching staff (including practices during school breaks).

## STUDENT ELIGIBILITY

All student athletes shall submit a parental/guardian authorization for emergency medical treatment in the event injury/illness of the student athlete in the absence of a parent/guardian. This must be on file before the student is allowed to participate in practice.

All student athletes must have passed **six** subjects the previous semester to be eligible. Students must be enrolled as a full-time student at Umatilla High School to be eligible to participate in the athletic program. Students entering the 9th grade for the first time are not required to meet any academic standards for initial entry into the athletic program.

During the season, students must be enrolled in at least *six classes*\*\*. **To maintain eligibility, students must be passing at least six classes and maintain a 2.2 GPA at the time eligibility is determined.** The Athletic Director will run an eligibility list **every Thursday during the season, unless otherwise pre-determined.** The Athletic Director will verify student athletes' grades. Failure to meet the above academic standards will result in the student being ineligible. If he/she believes the grades are not accurate they will request a grade check sheet from the office to have each teacher assign them a current grade by the end of the next day (Friday). This is the athlete's responsibility to complete a grade check sheet. **If deemed ineligible, he/she will be ineligible for the coming week and will not participate in athletic games.** They have the opportunity to become eligible the following week by raising their grades. Practice for ineligible students will be at the coach's discretion. If an athlete is ineligible for more than three weeks during a season due to academic ineligibility, they may be removed from the team.

**In some extenuating circumstances a teacher clearance or absences could allow an athlete to participate that determination will rest with the Athletic Director.**

In some extenuating circumstances where the athlete is not taking more than five classes, the athletic director and/or principal may alter the grade requirements to meet only the OSAA eligibility requirement.

**In addition to the specific credit requirements, to be academically eligible, a student must be making satisfactory progress towards the school's graduation requirements as determined by the local school administration.**

**All student athletes must have ten practices in the sport prior to interscholastic competition. In some circumstances the athletic director or principal can waive this rule. Should the previous sports season extend into postseason play the ten-practice rule may be waived by the athletic director for the next successive sport.**

*All student athletes are personally responsible for issued school equipment and will be required to pay for lost/damaged equipment. Student athletes will not be allowed to participate in any school activities/athletics until the lost or damaged equipment is paid for, or returned. **Additionally, student athletes will not be allowed to start the next athletic season until equipment from the previous season is turned in or full payment is received.***

*\*\*Some seniors may have a schedule that is less than six classes and will be dealt with on an individual basis.*

## ATTENDANCE-ABSENTEEISM

Student athletes are expected to attend class regularly. Failure to attend classes may result in suspension from participate in extracurricular activities.

**Student athletes will have an attendance report ran each Monday for the prior week attendance. Athletes that are missing three or more unexcused absences will be moved to the below disciplinary action for extracurricular activities. Two tardies will be counted as one absence.**

<b>1<sup>st</sup> Offense: Loss of 50% next contest</b>	Football, Soccer, Basketball – out a half of game. Volleyball—First 2 matches Softball, Baseball out first game in double header or first 4 innings Cross Country – out next meet Tennis – miss 50% of matches that week Track – miss 50% of events signed up for
<b>2<sup>nd</sup> Offense: Consecutive offense</b>	Football, Soccer, Basketball – out next scheduled game. Volleyball – out the next contest. Softball, Baseball – out next scheduled game Cross Country, Tennis, Track – out the next Meet
<b>3<sup>rd</sup> consecutive offense</b>	Athlete may be removed from the team based on the coach and administration decision. * <b><i>There may be extenuating circumstances that causes special consideration and this will be judged on a case by case basis.</i></b>

- Student/athletes suspended from school may not practice, and may not compete or travel with the team to games.
- Any athlete ineligible will not be allowed to travel with the team on away games.
- All absences must be pre-arranged through the athletic director or principal.
- **Student athletes with any unexcused absences in a day will not be allowed to participate in the next practice or contest.**
- If it is an emergency situation the athletic director or principal could excuse the absence.
- The athletic director will inform the coaches of the student absences, which result in non-participation that day.

Student athletes who fail to dress down for physical education or weight training may not be allowed to participate in practice or contests that day.

## OSAA FINES AND EJECTION RULE

When a student athlete/coach is ejected from an OSAA sanctioned event the school will be fined (\$50 or more). Each additional ejection by the same athlete throughout the course of the school year will increase the fine. The coach/athlete will not be able to coach/participate until the fine has been paid.

## **SUSPENSION**

Students suspended from school for disciplinary purposes may not attend practice nor participate in competitions during the discipline period. Students suspended and placed in ISS who normally would be suspended from school may not practice or participate in any extracurricular activities during the suspension. Students placed in ISS for general purposes may practice and participate in all extracurricular activities.

## **TRANSFER RULES**

Any transfer student/athlete who has been terminated from athletic participation for the remainder of their high school career in another district will remain under the same status at UHS. Any transfer student/athlete participating in athletics at the time of transfer will not be required to meet the ten-practice limitation if they have already completed the practice limitation.

## **TRANSPORTATION OF STUDENT/ATHLETES**

An athlete being transported on district provided transportation is required to comply with the athletic code of conduct. Any student who fails to comply with the athletic code of conduct may be denied transportation services and shall be subject to disciplinary action. Students are to ride to and from "away" events in school transportation. In order to ride home with an adult in lieu of using school provided transportation a parental permission slip must be signed by the parent and approved by the athletic director or principal prior to leaving for the contest.

## **BUS RIDES**

Students will follow the rules and expectations enforced by the bus company. Coaches will ride on and be responsible for all people riding on the bus to athletic contests. If students go on the bus, they should return home on the bus. Students may ride home from an away contest with their parents or guardians provided that a permission slip signed by the parents was approved prior to the trip. Any violation of this rule will result in a suspension from the next two athletic contests.

## **OVERNIGHT TRIPS**

Athletes attending overnight trips will remain with the team during the entire trip. During this time, students will follow all rules set forth by the coach or administration. Failure to follow these rules will result in disciplinary action that may lead to suspension or possible removal from the team as the Coach, Athletic Director or Administration feel is appropriate.

## **INSURANCE**

Participants in athletics must have accident insurance coverage. The school district does not have, nor is required to have, personal injury coverage on students. It is the sole responsibility of the parent or guardian.

## **TEAM CONDUCT**

As representatives of Umatilla High School and our community, athletes/students will conduct themselves in a positive manner at all times. Each coach will have a plan set up to handle all types of disciplinary problems. This should be explained to the students verbally and in writing, at the start of each season.

## **LOCKER ROOMS**

Each athlete is responsible for his or her locker room. The coach is responsible for opening and closing the room. Any episodes of theft will be referred to the coach of the student involved. No student should be left responsible for the locker room. Athletes will pick up after themselves and leave the locker room as clean as possible. When we play away from home that locker room should be left as clean as possible. The coach should be the first one in and last one out of the locker room, home or away. Coaches may also want to collect and lock up all valuables in the coaches' room to help deter theft.

## **LOCKERS**

Lockers and other district storage areas provided for a student's use remain under the jurisdiction of the district even when assigned to an individual student. The district reserves the right to inspect all lockers. A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Valuables should never be stored in the student's locker. Lockers may be routinely inspected without prior notice to ensure no item which is prohibited on district premises is present, maintenance of proper sanitation, mechanical condition and safety and to reclaim district property including instructional materials.

## **MEDIA ACCESS TO STUDENTS**

Media representatives may interview and photograph students involved in instructional programs and school activities, including athletic events. Information obtained directly from students does not require parental approval prior to publication.

Parents who do not want their student interviewed or photographed should direct their student accordingly.

## **PHYSICAL EXAMINATIONS**

Middle school students are required to have a new physical examination every school year. All freshmen and juniors are required have physical examinations prior to participating. Physical examinations must be performed by a physician, prior to athletic participation. Students shall not participate without a record of passing a physical examination on file with the district. The physical examination is the responsibility of the parent/student and is to be paid for by the parent/student. The school typically arranges for a free examination in the month of August. Contact the school for additional information. Record of the examination must be submitted to the district and will be kept on file and reviewed by the coach prior to the start of any sport season.

## **PRACTICE LIMITATION RULE (OSAA)**

Team Sports Limitation. Schools may conduct practices and/or compete in contests in team sports (baseball, basketball, football, softball, soccer, volleyball) only during the designated OSAA sports seasons as outlined in Rule 6. It shall be a violation of the rule if there is any attempt during the Association year to gather more than two members of the same high school program together per day outside the OSAA defined season to receive specialized athletic instruction from any coach associated with the participating athletes' high school program. Attempts to circumvent the rule by encouraging team members to attend out-of-season practices or camps during the Association year other than through general dissemination of information or brochures shall be considered a violation of this rule.

Individual Sports Limitation. Schools may conduct practices and/or contests in individual sports (cross country, golf, swimming, tennis, track & field, wrestling) only during the designated OSAA sports seasons as outlined in Rule 6. Local school districts and/or leagues should establish their own policy restricting the involvement of their individual sports coaches in out-of-season programs.

Association Year. The Association Year shall start with the first day of practice for fall sports and shall end on May 26. ("Summer season" activities may begin on May 27.)

## Athletics / Activities Policies and Procedures

**After acknowledging by signing, please tear off the back page and return to your coach. This will be kept on file in the Athletic Director's office.**

I approve the participation of my child in interscholastic athletics / club activities at Umatilla High School during the 2022-23 school year.

I hereby give my consent for \_\_\_\_\_ to complete for Umatilla High School in school sanctioned athletic contest and activities. I have read the policies and procedures set forth by Umatilla School District and agree to abide by them.

---

Parent's Signature

---

Date

I have read through the Athletic / Activity Student Handbook for Umatilla High School. I agree to abide by the policies and procedures. I realize that a violation of these guidelines may result in a forfeiture of my privileges and can lead to disciplinary actions.

---

Student's Signature

---

Date

**Insurance:** I understand that the Board of Education does not carry athletic insurance and does not assume responsibility for injuries sustained in practice or contests. If insurance coverage for injuries is desired, I recognized that such coverage is the responsibility of the parent. Insurance protection is obtainable from private insurance companies. You can get more information about rates and coverage by picking up a pamphlet in the school office.

# Clara Brownell Middle School Handbook Supplement 2022-2023



1300 7<sup>th</sup> Street Umatilla, OR 97882  
Phone: (541) 922-6625  
Fax: (541) 922-6649  
<https://www.umatilla.k12.or.us/o/cbms>

The material covered within this student handbook supplement is intended as a method of communicating to students and parents regarding general building information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement. Board policies are available at the Umatilla School District Office and the district's website: [www.umatilla.k12.or.us](http://www.umatilla.k12.or.us).

Any information contained in this student handbook supplement is subject to unilateral revision or elimination from time to time without notice.

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity available at the Umatilla School District on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language difference, sexual orientation, socio-economic status, height, weight, marital or familial status or disability. For Nondiscrimination concerns or questions, please contact Heidi Sipe at 541-922-6500 or [sipeh@umatillasd.org](mailto:sipeh@umatillasd.org).

## Clara Brownell Staff

Rick Cotterell...Principal

Anthony Brown...Dean of Students

Daphne Castro...Office Manager

...Attendance Secretary

Kyra Hruza...6<sup>th</sup>-grade Language Arts

Luke Walchli...6<sup>th</sup>-grade Social Studies

Courtney Daniel...6<sup>th</sup>-grade Science

Salesh Karan...6<sup>th</sup>-grade Mathematics

Audrey Tinnin...7<sup>th</sup>-grade Language Arts

Nolan Bryant...7<sup>th</sup>-grade Social Studies

Zyan Silver...7<sup>th</sup>-grade Science

Megan Lorence...7<sup>th</sup>-grade Mathematics

Carly Valadez...8<sup>th</sup>-grade Language Arts

Jeff Collins...8<sup>th</sup>-grade Social Studies

Dan Durfey...8<sup>th</sup>-grade Science

Ian Coyle...8<sup>th</sup>-grade Mathematics

Arrik Russell...Exploring Trades

Caden Sipe...Robotics

Meagan Selis...Humanities/Instructional Coach

David Garcia...World Languages: Spanish

Brandon Quam...Music

Oscar Contreras...Physical Education

Holly Nygren...Family and Consumer Sciences

Dorothy Estrada...Alternative Education

...Special Education

Char Ratkie...Special Education

Mindy Mele...Counselor

David Lougee...Migrant/ESL Director

Karen Laurence...ESL

Stephanie Williams-Strege...After School Director

Teresa Russell...Classified Instructional Coach

Maria (Chuchy) Sanchez...Community Outreach

Ashlee Gonzalez...Community Outreach

Devyn Wagner...Data Specialist/Library Assistant

Shelly Parmelee, Tom French, Leticia Trujillo, Bianca Espain, Laura Peterson, Marilyn Perry, Bianca Placencia, Kaylee

Clayton, Trey Dohman...Educational Assistants

## **UMATILLA SCHOOL DISTRICT STUDENT HANDBOOK**

All students are required to follow the rules and procedures contained in the Umatilla School District Student Handbook. A copy of the handbook can be found on the District website (<https://www.umatilla.k12.or.us/page/handbooks>).

The information contained in this supplement contains additional information, rules, and procedures specific to Clara Brownell Middle School.

### **CLARA BROWNELL MISSION STATEMENT**

To prepare youth to confidently, responsibly and creatively contribute to a changing global society. We will provide all students with a personalized and appropriate education supported by meaningful school-community partnerships.

*We believe that all students:*

*Must know what, why, and how they are to learn,*

*Must know the criteria for measuring their success*

*Performs best in an orderly and safe environment*

*Can succeed at high levels, but do so in different ways and at different rates*

*Have talent that is developed through good teaching and a positive climate.*

Students will help us achieve our mission by:

- Following school rules and procedures found in the District Student Handbook and CBMS Supplemental Handbook
- Coming to school each day on time and ready to learn
- Working hard to be their best selves inside and outside of class
- Helping to keep their school safe – Reporting issues to an adult
- Asking for help when needed and providing help when able
- Showing respect for and cooperating with everyone around them
- Taking accountability for their behaviors and decisions

Parents will help children learn responsibility by:

- Having high expectations for their children and expecting them to be their best selves
- Ensuring their children attend school on time and are ready to learn
- Monitoring behaviors and academic progress
- Communicating and working with teachers and other school staff
- Respecting school staff and the importance of education
- Respecting the diversity of others
- Supporting school policies, rules, and standards

Educators will help parents and students by:

- Setting high expectations and believing all students can learn
- Respecting the uniqueness of all students
- Providing equitable and consistent treatment for all students
- Providing engaging, relevant and rigorous learning opportunities for all students
- Being available for students seeking help with academic or personal needs
- Consistently communicating with parents/guardians

## **SCHOOL HOURS**

The main office is open Monday-Friday, 7:00 am-3:00 pm, on all scheduled school days.

Students may begin arriving at school at 7:10 am. Classes begin at 7:25 am. All students will receive free breakfast in the classroom at the beginning of first period.

Students are released from school at 2:40 pm Monday-Thursday and 11:28 am Friday. Messages for students must be received by the office no later than 2:00 pm Monday-Thursday and 10:20 am Friday, to ensure office staff have time to deliver the message prior to student release. Students are expected to go directly home after school is dismissed, unless they are registered and participating in a District-approved afterschool sport or activity.

Closures and delays will be announced via automated phone message and also posted on the Umatilla School District Facebook page. Please be sure your contact information is up-to-date with the office.

## **FEES**

School meals are free for all enrolled students.

PE Uniform: \$10

ASB Activity Fee: \$10

Textbooks: Each student is responsible for maintaining his/her textbook. Fines may be assessed if the textbook is lost, damaged or defaced. Parents will be expected to pay any costs associated with damages and/or replacement costs.

Students are responsible for fees and will be unable to participate in 8th grade promotion if fees are not paid. If there is a financial hardship, please contact the principal for assistance.

## **GRADING**

Grade scale 6-12:

- A- advanced competence (90-100%)
- B- beyond competent (80-89%)
- C- proficient (70-79%)
- D- developing competency (60-69%)
- I- incomplete (still in progress)
- F- not proficient (did not complete coursework to standard)

Grade reports and record of absences are issued to parents at least four times a year. Final report cards are mailed home to the address on file at the office, unless picked up at parent conferences. Additionally, parents have online access to grades, absences and tardiness via PowerSchool at any time. Updated grades are available online each Thursday through the PowerSchool Grade Program. Parents are given passwords to their child's account at the beginning of the year. If you have any questions or need help accessing your child's grades, please contact the main office.

## **DISCIPLINE**

Discipline is intended to produce behavioral changes that will enable students to develop the self-discipline necessary to function successfully in their educational and social environments. Discipline shall be progressive in nature.

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

1. **Respect for the rights, dignity and safety of all individuals within the school and community**
2. **Respect for law and observance of school-district policies, procedures and local regulations**
3. **Respect for public and private property rights.**

Student discipline includes both classroom discipline, as well as building-wide and common-area disciplinary actions for conduct and behavioral infractions. Classroom infractions are first subject to the classroom rules, standards and consequences that have been established by the teacher to ensure a productive learning environment for all students. All standards of due process apply to both classroom discipline protocol and disciplinary actions at the building administrative level.

Clara Brownell Middle School utilizes a discipline matrix for determining penalties for improper behavior or attendance issues (*see Discipline Matrix*). Points are assigned to the student from the discipline matrix as follows:

- Lunch Detention = 1 point per day
- In-School Suspension (ISS) = 2 points per day
- Out-of-School Suspension (OSS) = 3 points per day

Once a student has accumulated 20+ points, a parent conference is required. Each student will only be allowed to develop one behavior plan each school year.

Students and/or parents will be required to write a behavior contract in conjunction with administrative staff.

As part of the behavior contract, a student who has acquired 20+ points may petition to reduce their discipline point total in two ways:

1. Work points off at UHS (Community Service): 1 hour of work equals 1 point off (up to 10 hours maximum)
2. The point total will be reduced 1 point per week if the student has perfect attendance and zero disciplinary referrals for the week.

Once a student has accumulated 30+ points, a recommendation will be made to the Umatilla School District Superintendent for alternative placement.

***Discipline Matrix:***

This chart is a guideline for most situations. In most situations, teacher-initiated actions and parent contact have already taken place in the classroom before the student has been referred to the office. The teacher and administrator may develop alternative solutions depending on the severity of the incident.

Behavior	First Visit	Second Visit	Third Visit +
Classroom Disruption	Lunch detention, parent contact	Lunch detention, parent contact	ISS, parent contact, behavior plan
Insubordination (defiance/disobedience/di srespect)	Lunch detention, parent contact	Lunch detention, parent contact	ISS, parent meeting, behavior plan
Aggressive Behavior/Horseplay/Play Fighting	ISS, parent contact, possible law enforcement contact	Up to 3 days ISS (or 1 day OSS), parent meeting, possible law enforcement contact	Up to 3 days OSS, parent meeting, behavior plan, possible law enforcement contact

Public Displays of Affection	Lunch detention, parent contact	Lunch detention, parent contact	ISS, parent meeting, behavior plan
Profanity/Inappropriate Language/Inappropriate Writing or Drawing	Lunch detention, parent contact	Lunch detention, parent contact	ISS, parent meeting, behavior plan
Dress Code Violation	Change of clothes, parent contact	Lunch detention, change of clothes, parent contact	ISS, change of clothes, parent meeting
Leaving School Without Permission	ISS, parent contact	Up to 3 days OSS, parent meeting	Up to 5 days OSS, parent meeting, behavior plan
Skipping Class	Lunch detention, parent contact	Lunch detention, parent contact	ISS, parent meeting, behavior plan
Electronic Devices (including cell phones)	Lunch detention, parent contact	Lunch detention, parent contact, device released to parent	ISS, parent meeting, device released to parent, turn in device each day to office for 10 consecutive school days
Misuse of Technology (Computer Violation)	Lunch detention, parent contact	Lunch detention, parent contact, restricted access to technology	ISS, parent/student meeting with school representative, no access to technology (unless strictly supervised and only for assessment purposes)
Cheating/Plagiarism	Lunch detention, parent contact, alternative assignment may be given	Lunch detention, parent contact, alternative assignment may be given	ISS, parent meeting, behavior plan
Disorderly Conduct	ISS, parent contact	OSS, parent meeting, behavior plan	Up to 5 days OSS, parent meeting, possible law enforcement contact, possible alternative placement
Harassment, Intimidation, Bullying, Cyber-Bullying (including observers and any/all participants)	ISS, parent contact, possible law enforcement involvement (if phone involved, the student will turn in phone for 10 consecutive school days to the office)	OSS, parent/student meeting with school representative, behavior plan, possible law enforcement involvement (if phone involved, the student must turn in phone for 15 consecutive school days to the office)	Up to 5 days OSS, parent meeting, possible law enforcement contact, possible alternative placement
Sexual Harassment	ISS, parent contact, possible law enforcement involvement	OSS, parent/student meeting with school representative, behavior plan, possible law enforcement involvement	Up to 5 days OSS, parent meeting, possible law enforcement contact, possible alternative placement
False/Misleading Information	ISS, parent contact	OSS, parent/student meeting with school representative, behavior plan	Up to 5 days OSS, parent meeting

Theft	ISS, repayment to victim, parent contact	OSS, repayment to victim, parent/student meeting with administrator, behavior plan	Up to 5 days OSS, parent meeting, possible law enforcement contact, possible alternative placement
Fighting/Encouraging Fighting/Videoing a Fight/Assault	Up to 3 days OSS, police will be contacted, parent/student meeting with school representative (if phone involved, the student must turn in his/her phone for 15 school days to the office each morning)	Up to 10 days OSS, police will be contacted, parent/student meeting with school representative (if phone involved, the student must turn in his/her phone for 15 school days to the office each morning)	Up to 10 days OSS, police will be contacted, parent/student meeting with school representative, possible alternative placement (if phone involved, the student must turn in his/her phone for 15 school days to the office each morning)
Tobacco, Smoking, Vaping	Up to 3 days OSS, police will be contacted, parent/student meeting with school representative	Up to 10 days OSS, police will be contacted, parent/student meeting with school representative	Up to 10 days OSS, police will be contacted, parent/student meeting with school representative, possible alternative placement
Vandalism	ISS/OSS, reflection activity/logical consequence, parent contact, pay/repair damage, police will be contacted	Up to 10 days OSS, police will be contacted, parent/student meeting with school representative	Up to 10 days OSS, police will be contacted, parent/student meeting with school representative, possible alternative placement
Gang Behavior	ISS/OSS up to 5 days, parent contact, possible law enforcement involvement	ISS/OSS up to 10 days, parent contact, possible law enforcement involvement	ISS/OSS up to 10 days, parent contact, possible law enforcement involvement, possible alternative placement
Drugs & Alcohol	ISS/OSS up to 5 days, parent contact, police will be contacted,	ISS/OSS up to 10 days, parent contact, police will be contacted,	OSS up to 10 days, parent contact, police will be contacted, possible alternative placement
Extortion/Blackmail/Unlawful Coercion	OSS up to 10 days, parent contact, police law enforcement involvement, possible expulsion action initiated		
Arson	OSS up to 10 days, parent contact by administrator, police will be contacted, possible expulsion		
Bomb Threats or Use/Possession of Explosive Incendiary Devices	OSS up to 10 days, parent contact by administrator, police will be contacted, possible expulsion		

Breaking and Entering/Burglary	OSS up to 10 days, parent contact by administrator, police will be contacted, possible expulsion		
Weapons on School Grounds	OSS up to 10 days, parent contact by administrator, police will be contacted, possible expulsion		

McNary Heights Elementary  
Student – Parent – Handbook Supplement  
2022-2023



You Are Safe • You Belong •

You Matter

Tú Estás Seguro Aquí • Tú Perteneces • Tú Eres Importante

McNary Heights Elementary School  
120 Columbia Blvd Umatilla, OR 97882  
Phone: (541) 922-6650  
Fax: (541) 922-6699

## McNary Heights Staff

Nicole CoylePrincipal

Tim YoungAssistant Principal

Taunya DanielDirector of Elementary Programs

Erin IvesonOffice Manager

Isabel CruzAttendance Secretary

Sandra PachecoAttendance Secretary

Michelle Summerlin Kindergarten

Yoshira Escamilla Kindergarten

Lauryn Journot Kindergarten

Jessica Garcia Quezada Kindergarten

Ann Johnson Kindergarten

Margaret GutierrezGrade 1

Mary IovinoGrade 1

Anna SaenzGrade 1

Madison FinckGrade 1

Candice CastroGrade 1

Mykel LiebeGrade 2

Karen ShellerGrade 2

Molly HottmanGrade 2

Jennifer FuentesGrade 2

Tessa JaimezGrade 2

Samantha CarrilloGrade 3

Valerie MayGrade 3

Jordan BennettGrade 3

Meghan AngGrade 3

Tricia LorenceGrade 3

Tammy GattisGrade 4

Marlina SerratosGrade 4

Roberta WoodwardGrade 4

Allegra GustGrade 4

Nancy

Ortiz-Ochoa.....

..... Grade 4

John WilliamsGrade 5

Anay MendozaGrade 5

Adam RooneyGrade 5

Christine EstrellaGrade 5

Courtney KeelerGrade 5

Maggie Jepsen Music

Brandt LindPhysical Education

Miriam AlcantarK-1 PE

Melina EnkeySpecial Education

Wendy RossSpecial Education

Chevella WilliamsSpecial Education

BreAnna Traver Title 1 Reading

Sarah Blake Counselor

Logan SinorBehavior Support

David Lougee Migrant/ESL Director

Becca GuenthnerESL

Gloria Chase ESL

Charlotte EngelhartESL

Shelly LougeeESL

Stephanie Williams-Strege After School Director

Joyce HenrySpeech-Language Pathologist

Melanie Johnston Instructional Coach

Coni Pottorff Instructional Coach

Teresa

Russell.....

.....Classified Instructional Coach

TBD Roving Sub (Certified)

**CLASSIFIED STAFF**

Midge HarrisSpeech Assistant

Stefanie

Blake.....

.....After School Site Coordinator

Maria Sanchez/Ashlee White Community Outreach

Mary Lorence Data Specialist

Joanne Lind and Katie McMillan Library Assistant

Rex Pottorff Maintenance

Joni DeBoise, Lexus Hughs Custodians

Sheri Brown, Nan Schock, Adrianna Vargas, Mayra Bedolla Guerrero Kitchen

Cecilia Cardenas, Maritza Torres, Carrie Holmes, Jenifer Ortiz, Martha Ortega, Rosa Gutierrez, Nancy Jaimes, Leslie Chavez, Alisha Lancaster, Jacqueline Rojas, Kayli Johnson, Kaeli Osorio, Jeseell Lopez, Crystal Garcia, Jasmine Cardenas, Lucia Wiley, Diana Nava, Charlene Lynch, April Martindale, Summeray Cortez, Jaycee Iveson, Michele Massari Cox, Kaitlyn Toomey, Courtney Bivins, Kember Studer, Sarina Herrera, Danette Prindle, Kelly Holm, Issac Sanchez, Kaylee Nava, Juana De La Cruz, Stefanie Blake, Angela Smith, Emily Williams, Michael Garza, Ann

Tankersely.....Para Professionals

.....

**McNary Heights School Hours**

School hours are 8:15 am-3:25 pm Monday –Thursday and 8:15 am -12:10 pm on Fridays. Supervision begins at 8:00 am on the playground. Students are not to arrive at school before 8:00 am. The first bell rings at 8:15 am to line up. Class begins for all students at 8:20 am. Free breakfast is served in the classroom to all enrolled students. Once students arrive at school, they are not to leave without first obtaining permission from the administration or being signed out by their parents. Please remember that instructional time goes right up until students are dismissed at 3:25. Please refrain from picking up your students early as they will miss out on important educational instruction. Please contact the office **before** 3pm Monday –Thursday and 11:30 am Friday with messages for students. This allows the office enough time to deliver the messages before the end of the school day.

In the event of school programs prior to 8:00am or after 5:00pm, parents are responsible for the supervision of their child. These events include, Title Reading & Math Nights, Conferences, Christmas Concerts, etc. In the event these hours are changed, parents will be notified by phone, bulletin and/or local news media.

**Picking Up Students During School Hours:** Students will not be allowed to be picked up without positive identification of parent or guardian. A release form must be signed prior to removing student from class or school activity. The release form is available in the school office. If the custody of a student changes through the school year, the office must be informed. Students will be released only to the guardian of record. Teachers will not allow a child to leave without office approval.

**Leaving School:** Students are expected to go directly home after school is dismissed. No after school supervision is provided except for extended day programs (STEAM), of which children need to be registered for, and other teacher directed activities that have prior permission from the family.

**Snow Closures and Delays:** Closures and delays will be announced via automated phone message and also posted on the Facebook App. Please be sure your contact information is up-to-date with the office.

### **McNary Heights Discipline**

The McNary Heights Elementary School staff is dedicated to the development and maintenance of the best possible learning environment and community for our students and staff. MHES has adopted Positive Discipline practices and have been shifting our focus in this direction. Positive Discipline weaves the teaching of social-emotional skills and character development into our daily routine, helping to build the sense of community in our school culture and beyond. Our discipline program is focused on teaching and learning, while holding students accountable for their behavior. Mistakes are an opportunity for students to learn, and when possible, solutions and logical consequences will be used. We want students to be helpful, not hurtful. This does not mean eliminating consequences for serious or dangerous behavior. Orderliness in any school situation will be the result of self-control, self-awareness, fostering a strong sense of community and successful positive discipline.

In order to use and benefit from school wide facilities each child should observe all of the school guidelines and respect the rights and properties of others. This will help us provide a safe learning environment and community for all students.

**Responses to misbehaviors** (not in any specific order):

- (a) Connect and correct.
- (b) Restating the rule that was broken. Clarify how the behavior did not meet expectations.
- (c) Use of calming corner/basket
- (b) Practicing correct behavior.
- (c) Notifying classroom teacher of the misbehavior.

- (d) Notifying parent/guardian of the misbehavior.
- (e) Referral to the office and call home to parent.
- (f) Loss of recess.
- (g) Lunch detention.
- (h) Parent meeting at school regarding student behavior.
- (i) Behavior plan.
- (j) Skill building with behavior support counselor
- (k) Suspension from the classroom either in school or out of school.
- (l) Expulsion from school.
- (m) Change in student schedule.

Students' name and list of misbehaviors, as well as interventions used, will be turned in to the office based on the monitoring by the classroom teacher (e.g. several misbehaviors (minors) on the same rule/guideline will become a major infraction that will be dealt with by the administration).

Major infractions (dangerous, violent, or major level behaviors) will be dealt with by the administration immediately.

## McNary Heights Elementary School Discipline Matrix (Grades K-5)

- **All students are expected to be safe, respectful and responsible to people and property.**
- Bullying behavior will not be tolerated. Bullying behavior is being mean on purpose in a repeated way, and/or there is a difference in power (size, strength, social standing).
- The discipline matrix has been designed to provide discipline guidelines for teachers and administrators. The guidelines will be used to help determine appropriate consequences for major offenses. The Matrix provides progressive disciplinary actions to address multiple behaviors.
- The purpose of this matrix is to ensure that MHES has a safe, respectful and responsible environment for students and staff, in which learning is not disrupted. Each teacher provides students with a clear set of classroom rules and expectations, the Mustang Manners, which are implemented school wide. Teachers will follow the referral process and administer consequences and/or interventions for minor offenses that occur in the classroom. A discipline referral will result if students do not correct the classroom misbehavior. The matrix contains consequences that may be administered if classroom behavior is not corrected and continues to be an issue or if more serious violations occur. The actions below serve as a guideline. The principals may modify disciplinary action at their discretion, but the matrix serves to provide consistent and equitable discipline.

Repeated Classroom Minor					
Behaviors		1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	Severe or Chronic

<ul style="list-style-type: none"> <li>Classroom disruption</li> <li>Defiance</li> <li>Disrespect</li> <li>Insubordination (noncompliance)</li> <li>Property misuse</li> <li>Inappropriate language</li> <li>Lying</li> <li>Physical contact (minor)</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting</li> </ul> (and) <ul style="list-style-type: none"> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>
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**Major Offenses**

<b>Behavior</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>Severe or Chronic</b>
<ul style="list-style-type: none"> <li>Harassment/Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting</li> </ul> (and) <ul style="list-style-type: none"> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>
<ul style="list-style-type: none"> <li>Inappropriate Use of Technology/Electronics</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting</li> </ul> (and) <ul style="list-style-type: none"> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>

<ul style="list-style-type: none"> <li>Leaving School Grounds</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>
<ul style="list-style-type: none"> <li>Abusive or Inappropriate Language</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>
<ul style="list-style-type: none"> <li>Fighting/Physical Aggression</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>
<ul style="list-style-type: none"> <li>Assault</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>Restricted Activity (or)</li> <li>1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting</li> </ul> <p>(and)</p> <ul style="list-style-type: none"> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>

<ul style="list-style-type: none"> <li>Stealing</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (and)</li> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (and)</li> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 or 1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (and)</li> <li>Restricted Activity (or)</li> <li>1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting (and)</li> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>
<ul style="list-style-type: none"> <li>Threatening/Intimidation</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (and)</li> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (and)</li> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (and)</li> <li>Restricted Activity (or)</li> <li>1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting (and)</li> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>
<ul style="list-style-type: none"> <li>Property Misuse</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact</li> <li>Restricted Activity (or)</li> <li>1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting (and)</li> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>
<ul style="list-style-type: none"> <li>Vandalism/Property Damage</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (and)</li> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1/2 day In School suspension (and/or)</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (and)</li> <li>Restricted Activity (or)</li> <li>Lunch Detentions (or)</li> <li>1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>Parent Contact (and)</li> <li>Restricted Activity (or)</li> <li>1-3 day In School suspension (and/or)</li> <li>Clean/fix/pay damage</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meeting (and)</li> <li>OSS (Out of school Suspension) (and/or)</li> <li>Risk Screening (and/or)</li> <li>Refer to outside services</li> </ul>

	<ul style="list-style-type: none"> <li>• Clean/fix/pay damage</li> </ul>	<ul style="list-style-type: none"> <li>• (and/or) Clean/fix/pay damage</li> </ul>		<ul style="list-style-type: none"> <li>• (and/or) Clean/fix/Pay damage</li> </ul>
<ul style="list-style-type: none"> <li>• Sexual Harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>• Restricted Activity (or)</li> <li>• 1/2 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>• Restricted Activity (or)</li> <li>• Lunch Detentions (or)</li> <li>• 1 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>• Restricted Activity (or)</li> <li>• 1-3 day In School suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Meeting</li> </ul> (and) <ul style="list-style-type: none"> <li>• OSS (Out of school Suspension) (and/or)</li> <li>• Risk Screening (and/or)</li> <li>• Refer to outside services</li> </ul>
<ul style="list-style-type: none"> <li>• Weapon (Real of Fake)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>• Restricted Activity (and/or)</li> <li>• 1 day Out of School Suspension (and/or)</li> <li>• Law Enforcement Called</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>• Restricted Activity (or)</li> <li>• 2-3 day Out of School Suspension (and/or)</li> <li>• Law Enforcement Called</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>• Restricted Activity (and/or)</li> <li>• 5 day Out of School Suspension (and/or)</li> <li>• Law Enforcement Called</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Meeting</li> </ul> (and) <ul style="list-style-type: none"> <li>• Possible Expulsion (and/or)</li> <li>• Risk Screening (and/or)</li> <li>• Refer to outside services</li> </ul>
<ul style="list-style-type: none"> <li>• Controlled Substance</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>• 1 day Out of School Suspension (and/or)</li> <li>• Law Enforcement Called</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>• 2-3 day Out of School Suspension (and/or)</li> <li>• Law Enforcement Called</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul> (and) <ul style="list-style-type: none"> <li>• 5 day Out of School Suspension\ (and/or)</li> <li>• Law Enforcement Called</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Meeting</li> </ul> (and) <ul style="list-style-type: none"> <li>• Possible Expulsion (and/or)</li> <li>• Risk Screening (and/or)</li> <li>• Refer to outside services</li> </ul>

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity available at the Umatilla School District on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language difference, sexual orientation, socio-economic status, height, weight, marital or familial status or disability. For Nondiscrimination concerns or questions, please contact Heidi Sipe at 541-922-6500 or [sipeh@umatillasd.org](mailto:sipeh@umatillasd.org)

Ninguna persona podrá ser excluido de participar en, ser negado los beneficios de, o ser objeto de discriminación en cualquier programa o actividad disponible en el Distrito Escolar de Umatilla debido a su raza, color, sexo, religión, credo, creencia política, edad, origen nacional, diferencia lingüística y el lenguaje, orientación sexual, situación socioeconómica, estatura, peso, estado civil o familiar o discapacidad. Para preguntas o inquietudes de no discriminación, por favor comuníquese con Heidi Sipe al 541-922-6500 o [sipeh@umatillasd.org](mailto:sipeh@umatillasd.org)

# Matriz de disciplina de McNary Heights Elementary School (Grados K-5)

- Se espera que todos los estudiantes sean seguros, respetuosos y responsables con las personas y la propiedad.
- El comportamiento de bullying y intimidación no será tolerado. El comportamiento de intimidación es ser malo a propósito de manera repetida, y / o hay una diferencia en el poder (tamaño, fuerza, posición social).
- La matriz de disciplina ha sido diseñada para proporcionar guías de disciplina para maestros y administradores. Las guías se utilizarán para ayudar a determinar las consecuencias apropiadas para los delitos mayores. La Matrix proporciona acciones disciplinarias progresivas para tratar múltiples conductas.
- El propósito de esta matriz es garantizar que MHES tenga un ambiente seguro, respetuoso y responsable para los estudiantes y el personal, en el que el aprendizaje no se vea interrumpido. Cada maestro proporciona a los estudiantes con reglas y expectativas claras en su salón de clases, los Modales de Mustang, que se implementan en toda la escuela. Los maestros seguirán el proceso de referencia y administrarán las consecuencias y / o intervenciones para las ofensas menores que ocurren en el salón de clase. Si los estudiantes no corrigen el mal comportamiento en el salón de clase, se obtendrá una recomendación de disciplina. La matriz contiene consecuencias que pueden administrarse si el comportamiento en el salón de clase no se corrige y continúa siendo un problema o si se producen violaciones más graves. Las acciones a continuación sirven como una guía. Los directores pueden modificar la acción disciplinaria a su discreción, pero la matriz sirve para proporcionar una disciplina consistente y equitativa.

Menores Repetidos En El Salón				
Comportamientos	1 <sup>ra</sup> Ofensa	2 <sup>da</sup> Ofensa	3 <sup>ra</sup> Ofensa	Severo or Crónico
<ul style="list-style-type: none"> <li>● Interrupción del salón</li> <li>● Desafío</li> <li>● Falta de respeto</li> <li>● Insubordinación (incumplimiento)</li> <li>● Mal uso de la propiedad</li> <li>● Lenguaje inapropiado</li> <li>● Mentiras</li> <li>● Contacto físico (menor)</li> </ul>	<ul style="list-style-type: none"> <li>● Contacto con los padres</li> <li>● (y)</li> <li>● Actividad restringida</li> <li>● (o)</li> <li>● Detenciones de almuerzo</li> <li>● (o)</li> <li>● 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>● Contacto con los padres</li> <li>● (y)</li> <li>● Actividad restringida</li> <li>● (o)</li> <li>● Detenciones de almuerzo</li> <li>● (o)</li> <li>● 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>● Contacto con los padres</li> <li>● (y)</li> <li>● Actividad restringida</li> <li>● (o)</li> <li>● Detenciones de almuerzo</li> <li>● (o)</li> <li>● 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>● Contacto con los padres</li> <li>● (y)</li> <li>● OSS (Suspensión fuera de la escuela)</li> <li>● (y / o)</li> <li>● Evaluación de riesgos</li> <li>● (y / o)</li> <li>● Consultar servicios externos</li> </ul>
Major Offenses				
Comportamientos	1 <sup>ra</sup> Ofensa	2 <sup>da</sup> Ofensa	3 <sup>ra</sup> Ofensa	Severo or Crónico
<ul style="list-style-type: none"> <li>● Acoso/Bullying</li> </ul>	<ul style="list-style-type: none"> <li>● Contacto con los padres</li> <li>● (y)</li> <li>● Actividad restringida</li> <li>● (o)</li> </ul>	<ul style="list-style-type: none"> <li>● Contacto con los padres</li> <li>● (y)</li> <li>● Actividad restringida</li> <li>● (o)</li> </ul>	<ul style="list-style-type: none"> <li>● Contacto con los padres</li> <li>● (y)</li> <li>● Actividad restringida</li> <li>● (o)</li> </ul>	<ul style="list-style-type: none"> <li>● Contacto con los padres</li> <li>● (y)</li> <li>● OSS (Suspensión fuera de la escuela)</li> </ul>

	<ul style="list-style-type: none"> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>
<ul style="list-style-type: none"> <li>• Uso inapropiado de la tecnología / electrónica</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>
<ul style="list-style-type: none"> <li>• Dejando los terrenos de la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>
<ul style="list-style-type: none"> <li>• Lenguaje abusivo o inapropiado</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> </ul>

	<ul style="list-style-type: none"> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• (o)</li> <li>• 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>
<ul style="list-style-type: none"> <li>• Pelear/Agresión física</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>
<ul style="list-style-type: none"> <li>• Asalto</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>
<ul style="list-style-type: none"> <li>• Robando</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• ½ o 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>

<ul style="list-style-type: none"> <li>• Amenaza / Intimidación</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>
<ul style="list-style-type: none"> <li>• Mal uso de la Propiedad</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>
<ul style="list-style-type: none"> <li>• Vandalismo/Daño a la Propiedad</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> <li>• Limpiar/arreglar la propiedad dañada</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1 día de suspensión en la escuela</li> <li>• (y/o)</li> <li>• Limpiar/arreglar la propiedad dañada</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1-3 días de suspensión en la escuela</li> <li>• Limpiar/arreglar la propiedad dañada</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> <li>• Limpiar/arreglar la propiedad dañada</li> </ul>
<ul style="list-style-type: none"> <li>• Acoso Sexual</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> </ul>

	<ul style="list-style-type: none"> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1/2 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• (o)</li> <li>• Detenciones de almuerzo</li> <li>• (o)</li> <li>• 1 día de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1-3 días de suspensión en la escuela</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>
<ul style="list-style-type: none"> <li>• Arma (Real o Falsa)</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 1 día de suspensión en la escuela (y / o)</li> <li>• Llamada a la agencia de ley</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 2-3 días de suspensión fuera de la escuela</li> <li>• Llamada a la agencia de ley</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• Actividad restringida</li> <li>• (o)</li> <li>• 5 días de suspensión en la escuela</li> <li>• Llamada a la agencia de ley</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>
<ul style="list-style-type: none"> <li>• Sustancia Controlada</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• 1 día de suspensión en la escuela (y / o)</li> <li>• Llamada a la agencia de ley</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• 2-3 días de suspensión fuera de la escuela (and/or)</li> <li>• Llamada a la agencia de ley</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• 5 días de suspensión en la escuela</li> <li>• Llamada a la agencia de ley</li> </ul>	<ul style="list-style-type: none"> <li>• Contacto con los padres</li> <li>• (y)</li> <li>• OSS (Suspensión fuera de la escuela)</li> <li>• (y / o)</li> <li>• Evaluación de riesgos</li> <li>• (y / o)</li> <li>• Consultar servicios externos</li> </ul>

Ninguna persona podrá ser excluido de participar en, ser negado los beneficios de, o ser objeto de discriminación en cualquier programa o actividad disponible en el Distrito Escolar de Umatilla debido a su raza, color, sexo, religión, credo, creencia política, edad, origen nacional, diferencia lingüística y el lenguaje, orientación sexual, situación socioeconómica, estatura, peso, estado civil o familiar o discapacidad. Para preguntas o inquietudes de no discriminación, por favor comuníquese con Heidi Sipe al 541-922-6500 o [sipeh@umatillasd.org](mailto:sipeh@umatillasd.org)



**UMATILLA SCHOOL DISTRICT 6**  
**2022-23 FISCAL YEAR**  
**ORGANIZATION AND PROCEDURAL RESOLUTION**  
**August 11, 2022**

The Umatilla School District 6 Board of Directors resolves the following:

**DESIGNATES:**

Heidi Sipe, Superintendent

- Chief Administrative Officer/Clerk
- Representative for Federal Funds
- Authorized LEA Official
- Affirmative Action Officer
- Title IX
- District Election Authority

Kim Gilsdorf, Business Manager

- Custodian/Investor of Funds
- Administrator of Business Services/Deputy Clerk
- Budget Officer

Vincent Stefani, Maintenance Director

- American Disabilities Act Coordinator
- Asbestos Hazard Emergency Response Act Designated Person
- Health and Safety Officer
- Integrated Pest Management Coordinator
- Radon and Lead Testing Coordinator

Rikkilynn Larsen, Child Nutrition Director

Karyna Lopez Meraz, Administrative Receptionist

- Confidential Employee

Natalie Aufdermauer, Board/Superintendent Secretary

- Confidential Employee

Josy Chavez, HR Specialist

- Confidential Employee

Jacqueline (Jacky) Miller, Payroll Clerk

- Confidential Employee

Cheryl Dunham, Accounts Payable Clerk

- Confidential Employee

Julie Hunt

- Section 504 Compliance Officer

Budget Committee -  
Board Members and  
Daren Dufloth  
Arnell Eynon  
Becky Finck  
Randi Garrett  
Dave Wickstrom  
Dauna Griggs

**ESTABLISHES:**

Legal Notices and Publications:	East Oregonian and/or Umatilla School District website if most cost effective
Auditor:	Cockburn & McClintock, LLC
Insurance Agency of Record:	Graybeal Group, Inc.
Workers' Compensation Carrier:	SAIF Corporation
Legal Counsel:	GHR Law Firm
Depository of Funds:	Banner Bank, Umatilla Branch U.S. Bank Local Government Investment Pool/State Treasury
Regular Monthly Meetings:	Second Thursday of each month, 7:00 P.M. Umatilla School District Office

**AUTHORIZES:**

Bond Coverage - \$50,000  
- Heidi Sipe, Superintendent  
- Kim Gilsdorf, Business Manager

Blanket bond - \$10,000  
- All employees

Signatures on Checks  
- Heidi Sipe, Superintendent  
- Kim Gilsdorf, Business Manager

- Bob Lorence, High School Principal (ASB accounts only)
- Rick Cotterell, Middle School Principal (ASB accounts only)
- Nicole Coyle, Elementary School Principal (ASB accounts only)

Board Chairperson or Vice Chairperson - Signature on documents

Application for grants/funds as available

Interfund loans to special funds

Substitute teacher pay rate - \$201.01 per day for first ten consecutive days  
\$236.48 11 days or more of consecutive substitute teaching

Mileage Reimbursement Rate - allowable rate per IRS

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity available at the Umatilla School District on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language difference, sexual orientation, socio-economic status, height, weight, marital or familial status or disability. For Nondiscrimination concerns or questions, please contact Heidi Sipe at 541-922-6500 or [sipeh@umatillasd.org](mailto:sipeh@umatillasd.org).

## **Student Advisory Council**

### **Membership:**

The student advisory council will be made up of high school students from Umatilla High. All students will be invited to express interest and then a representative group (based on UHS demographics) will be selected by administration. If additional students are needed for representation, the administration will work to identify and invite students.

### **Leadership:**

The student group will vote to elect a school board representative and a backup representative.

### **Activities:**

The group will meet monthly with the superintendent or superintendent's representative to provide input on selected topics. The student group will review the Board agenda and public packet materials each month and vote on their vote for each action item. At each board meeting, the student representative will sit with the Board as the Student Advisor to the School Board and speak during the designated meeting time allotted to them to share the student's voting recommendations. There is no expectation of Board support for the voting recommendations; however, the student opinions shared will be considered.

## RESOLUTION NO. 22-01

### **A RESOLUTION OF UMATILLA SCHOOL DISTRICT NO. 6R CALLING A MEASURE ELECTION FOR GENERAL OBLIGATION BONDS; AND RELATED MATTERS.**

WHEREAS, the Board of Directors (the “Board”) of Umatilla School District No. 6R, located in Umatilla County, Oregon, (the “District”) has determined that a need exists for the District to finance capital costs, as more fully described in the ballot title attached hereto as Exhibit A (collectively, the “Project”); and

WHEREAS, in connection with the Project, the District has evaluated the need for safety improvements, including the joint funding of safety improvements with other public and private entities and the funding of safety improvements in accordance with ORS 332.176; and

WHEREAS, the District applied for the Oregon School Capital Improvement Match (the “Match Program”) and has received a \$4,000,000 grant assuming voters approve the Bonds; and

WHEREAS, the District anticipates incurring expenditures (the “Expenditures”) to finance the costs of the Project and wishes to declare its official intent to reimburse itself for any Expenditures it may make from its general funds on the Project from the proceeds of voter-approved general obligation bonds which may be issued as tax-exempt obligations; and

WHEREAS, ORS 328.205 subject to voter approval, authorizes the District to contract bonded indebtedness to provide funds to finance the costs of the Project;

NOW, THEREFORE, the Board of Directors of Umatilla School District No. 6R, located in Umatilla County, Oregon, resolves as follows:

1. The measure election is hereby called for the purpose of submitting to the electors of the District the question of authorizing general obligation bonds in the name of the District in a principal amount not to exceed \$45,200,000 (the “Bonds”). Bond proceeds will be used to finance the Project.

2. The measure election hereby called shall be held in the District on the 8<sup>th</sup> day of November, 2022.

3. The District authorizes the Chair, Superintendent, Business Manager (each an “Authorized Representative”) or designee of any of those officials to finalize the ballot title in substantially the form attached hereto as Exhibit A but with such changes as the Authorized Representative shall approve (the “Ballot Title”), to submit the Ballot Title and explanatory statement, if required, and to execute any documents and take any other action necessary or desirable to facilitate the measure election and to obtain funds through the Match Program.

4. The Authorized Representative shall cause Form SEL 805 to be delivered to the Election Officer of Umatilla County, Oregon (the “Election Officer”) not later than August 19, 2022 (eighty-one (81) days prior to the election date). The Authorized Representative shall also

cause Form SEL 803 to be delivered to the Election Officer not later than September 8, 2022 (sixty-one (61) days prior to the election date).

5. The District hereby declares its official intent pursuant to Treasury Regulation Section 1.150-2 to reimburse itself with the proceeds of the Bonds for any of the Expenditures incurred by it prior to the issuance of the Bonds.

6. The law firm of Hawkins Delafield & Wood LLP, is hereby appointed to serve as Bond Counsel with respect to the issuance of the Bonds. D.A. Davidson & Co. is hereby appointed to serve as Underwriter or Placement Agent with respect to the issuance of the Bonds.

ADOPTED by the Board of Directors of Umatilla School District No. 6R, located in Umatilla County, Oregon this 11th day of August, 2022.

**UMATILLA SCHOOL DISTRICT NO. 6R  
UMATILLA COUNTY, OREGON**

By: \_\_\_\_\_  
Chair, Board of Directors

**ATTEST:**

By: \_\_\_\_\_  
Superintendent

**EXHIBIT A**

**BALLOT TITLE**

**UMATILLA SCHOOL DISTRICT NO. 6R  
UMATILLA COUNTY, OREGON**

**CAPTION: (10 WORD LIMIT)**

Bonds to Provide Intermediate School Building and CTE Spaces

**QUESTION: (20 WORD LIMIT)**

Shall the District issue up to \$45,200,000 in bonds to build school buildings and CTE spaces; receive \$4,000,000 matching grant? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

**SUMMARY: (175 WORD LIMIT)**

Umatilla School District proposes a bond measure not to exceed a principal amount of \$45.2 million and will receive state matching funds of \$4 million if bonds are approved.

If approved this measure would finance capital costs, including:

- Construction of new intermediate (grades 4-6) school building on South Hill to support increased students, including full-sized gym and increased playing field access.
- Updates to CTE building for Clara Brownell MS.
- Construction of new CTE building at Umatilla HS, including future expansion space for classrooms and additional gym.
- Renovation of McNary Heights ES to become a K-3 school.
- Site improvements, demolition, furnishings, equipment, bond issuance costs.

Bonds may be issued in multiple series; each maturing within 31 years from issuance. The estimated initial, annual tax rate is \$1.19 per \$1,000 of assessed value with an estimated total annual tax rate of \$2.12/\$1,000 of assessed value for all District general obligation bonds. Actual levy rate may differ due to final interest rates and changes in assessed value.



# Umatilla School District Communicable Disease Management Plan

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## A. Regulations

Oregon laws outline responsibilities for communicable disease control in the school setting.

### **OAR 581-022-2220 (excerpted)**

- 1) The school district shall maintain a prevention-oriented health services program for all students which provides:
  - (b) Communicable disease control, as provided in Oregon Revised Statutes; and
  - (g) Compliance with Oregon-OSHA Bloodborne Pathogens standard (Div. 2/Z 1910.1030) for all persons who are assigned to job tasks that may put them at risk for exposure to blood or other potentially infectious materials (OPIM) (ORS 191.103)
- 2) School districts shall adopt policies and procedures which consider admission, placement and supervision of students with communicable diseases, including but not limited to Hepatitis B (HBV), Human Immunodeficiency Virus (HIV), and Acquired Immune Deficiency Syndrome (AIDS).

### **ORS 333-019-0010 (excerpted)**

- 2) To protect the public health, an individual who attends or works at a school or child care facility, or who works at a health care facility or food service facility may not attend or work at a school or facility while in a communicable stage of a restrictable disease, unless otherwise authorized to do so under these rules.
- 3) A susceptible child or employee in a school or children's facility who has been exposed to a restrictable disease that is also a reportable disease for which an immunization is required under OAR 333-050-0050 must be excluded by the school administrator, unless the local health officer determines, in accordance with section (4) of this rule, that exclusion is not necessary to protect the public's health.

## B. Overview

Communicable diseases can be transmitted from person to person by various routes. A basic understanding of how these diseases are transmitted and common prevention measures can help decrease the spread of infections. Early identification of signs and symptoms of communicable disease is of paramount importance to maintain the health of the school population and decrease school absenteeism.

## C. Background

### *Prevention and Transmission Routes*

In the school environment, communicable diseases can be transmitted from one individual to another. This can occur between students, school staff, and visitors. Effective prevention measures include education, avoidance of risk factors, sanitation, vaccination, early recognition of symptoms, health assessment, prompt diagnosis and appropriate isolation or treatment.

Oregon public health law (see Appendix I) mandates that persons who work in or attend school who are diagnosed with certain diseases or conditions be excluded from school until no longer contagious. However, diagnosis often presumes a physician visit and specific testing, and schools must often make decisions regarding exclusion based on non-diagnostic but readily identifiable signs or symptoms (see pages 10-11).

The chart included in the Procedures section (15-25), entitled “Recommended School Action When a Person Exhibits Symptoms of a Communicable Disease or a Health Care Provider Has Diagnosed a Specific Communicable Disease,” lists information regarding specific communicable diseases and includes control measures, which school nurses and administrators may employ to protect both students, school staff and visitors. Local school boards may wish to adopt the recommendations from this source as a basis for policy regarding school-restrictable diseases.

### **Prevention: Hand Washing is the most important action**

Frequent and thorough **hand washing is the primary prevention measure against the spread of communicable diseases**. When done correctly, hand washing will help students, school staff and visitors avoid spreading and receiving disease-causing bacteria and viruses.

**Effective Hand Washing** (<http://www.cdc.gov/Features/HandWashing>)

- Use plenty of soap and water.

- Scrub vigorously wrists, tops of hands, between fingers, under and around rings, palms and fingernails for 20 seconds.
- Rinse well.
- Dry.
- Turn off the faucet with a paper towel so clean hands stay clean.

The soap and rubbing action of handwashing helps dislodge and remove germs. When soap and water is not available, hand sanitizer can be used to help reduce the spread of germs.

Hand sanitizers may kill germs, but do not effectively remove particles, such as dirt or body fluids. **Visibly dirty hands should always be washed with soap and water.** Some bacteria and viruses are not killed by hand sanitizers. Check product labels for specific organisms killed. For greatest protection against the spread of disease, **hands should be washed thoroughly with soap and water.**

It is important to wash hands:

- After blowing nose, coughing, or sneezing (even if you use a tissue!)
- After changing a diaper
- After handling animals or animal waste
- After recess or gym
- After touching garbage
- After using the bathroom or assisting another person in the bathroom
- Before and after caring for someone who is sick
- Before and after treating a cut or wound
- Before eating
- Before, during and after preparing food
- When hands are dirty

## **Prevention: Exposure Avoidance**

All staff and students need to maintain strict adherence to body fluid exposure precautions. Report all body fluid contacts with broken skin, mucous membranes (in the nose, mouth or eyes) or through puncture wounds (such as human bites and needle stick injuries) to your school's school nurse and/or administrator.

Surfaces or objects commonly touched by students or staff (such as desk tops, toys, wrestling mats) should be cleaned at least daily. Surfaces or objects soiled with blood or other body fluids should be cleaned and disinfected using gloves and any other precautions needed to avoid coming into contact with the fluid. Remove the spill, then clean and disinfect the surface.

## Communicable Disease Transmission Routes

### ***Airborne***

Infection via airborne transmission routes can occur when the germ from an infected person becomes suspended in the air and is then inhaled by another person.

#### **Examples of airborne diseases**

tuberculosis, measles, chickenpox; less common diseases like smallpox and SARS

#### **Prevention of airborne transmission diseases**

- If you haven't had measles or chickenpox, you should be vaccinated against them.
- Isolate persons with these diseases from public places until they are no longer infectious.

### ***Respiratory Droplet***

Infection can occur when the germ from an infected person's nose or throat comes into contact with the mucous membranes (the eyes, nose or mouth) of another person by coughing, sneezing or spitting. Such transfers occur only at distances of less than 6 feet.

#### **Examples of respiratory droplet diseases**

Common cold, influenza (flu), whooping cough (pertussis), meningococcal disease

#### **Prevention of respiratory droplet diseases**

- Cover mouth and nose when coughing and sneezing.
- Use tissues when coughing and sneezing. Do not reuse handkerchiefs or tissues.
- Discard tissues promptly in an appropriate waste container. Wash hands after discarding tissue.
- If tissues are not available, cough or sneeze into one's sleeve, not into one's hands.
- Stay up-to-date on vaccinations (flu, pertussis, meningococcal)

### ***Direct or Indirect Contact***

Direct contact: Infections can spread from person to person by either skin-to-skin contact or skin-to-mucous membrane contact. (Germs that can be spread by respiratory droplet are often spread by this route as well.)

Indirect contact: Infections can spread from contaminated object to person.

#### **Examples of diseases spread by contact**

Fungal infections (such as "ringworm"), herpes virus, mononucleosis, skin infections (such as Staph and Strep), influenza (flu), common cold

#### **Prevention of diseases spread by contact**

- Wash hands thoroughly and often. (<http://www.cdc.gov/Features/HandWashing/>).
- Always follow work practice controls as required by the Oregon-OSHA Bloodborne Pathogens standard and described in the school district exposure control plan (SDEP) when handling potentially infectious materials or other body fluids (see watermark Appendix I).
- Cover sores and open areas on skin with a bandage which completely covers the affected area. Make sure that no fluids can leak from the bandage.
- Wash items contaminated with body fluids, such as saliva, blood, urine, feces, nasal secretions and vomit, following OR-OSHA and CDC Guidelines and District protocol
- Appropriately clean frequently touched objects in the environment (door knobs, phones)
- Stay up-to-date on flu vaccination

### ***Fecal – Oral***

Infection can spread from the stool or fecal matter of an infected person to another person, usually by contaminated hand-to-mouth contact, or by way of contaminated objects, when effective hand washing is not done after toileting or through poor personal hygiene.

#### **Examples of fecal-oral diseases**

Diarrheal illnesses, Hepatitis A, pinworms

#### **Prevention of fecal-oral diseases**

- Wash hands thoroughly and often. (<http://www.cdc.gov/Features/HandWashing/>):
  - After using the toilet;
  - After assisting with toileting or diapering;
  - Before eating, handling, or preparing all foods; and
  - After touching animals.
- Provide training for all students and staff who work in direct student care, food preparation, food service and cleaning.
- Wash toys or other objects with soap or detergent before and after use, followed by an EPA and district approved disinfectant
- Stay up-to-date on Hepatitis A vaccination

### ***Foodborne***

Foodborne illnesses occur as a result of eating food that has been improperly handled, prepared or stored.

#### **Examples of foodborne illnesses**

Diarrheal diseases, Hepatitis A

#### **Prevention of foodborne illnesses**

- Practice effective hand washing before touching foods

(<http://www.cdc.gov/Features/HandWashing/>).

- Prohibit any ill student or staff from working in the cafeteria, kitchen or around food preparation, service or clean-up.
- Store food appropriately; keep cold foods cold and hot foods hot.
- Only commercially prepared and packaged foods can be brought to school for classroom parties.
- All food preparation and service must be done according to Food Service guidelines and local school district policies.
- A Hepatitis A vaccine is available

### ***Waterborne***

Waterborne illnesses are spread by consumption or exposure to water that has been contaminated with infectious germs. The contaminated water may be swallowed or come into contact with the person's skin or mucous membranes.

#### **Examples of waterborne illnesses**

Diarrheal diseases, skin infections, Hepatitis A

#### **Prevention of waterborne illnesses**

- Make effective hand washing mandatory before preparing water for student activity, and after conclusion of the activity and activity clean up (<http://www.cdc.gov/Features/HandWashing/>).
- Fill and disinfect 'water tables' or activity area immediately before play period with a chlorine bleach solution of 1 teaspoon per gallon of water, freshly mixed each day per district procedure.
- Wash toys or other objects with soap or detergent before and after use, followed by an EPA and district approved disinfectant.
- Prohibit ill students and staff from participating in water related activities.
- Showering after exposure to potentially infectious water can reduce the amount of germs on the skin.
- Hepatitis A vaccine is available

### ***Bloodborne***

Bloodborne illnesses are spread through very specific and close contact with an infected person's body fluids, such as unprotected sexual contact, sharing needles or drug paraphernalia, by a pregnant mother to her unborn child, blood transfusions (rarely), tattooing or piercing in unlicensed establishments and puncture wounds (needle-stick injuries).

In the school setting, risk for infections can occur when infected body fluids come into contact with a person's broken skin, mucous membranes or through a puncture wound (e.g. needle-stick injury, sharp objects, human bite or fight).

### **Examples of blood-borne illnesses**

Hepatitis B, C, and D; HIV/AIDS

### **Prevention of blood-borne illnesses**

- Wash hands thoroughly and often. (<http://www.cdc.gov/Features/HandWashing/>).
- Provide continuing education to students and staff regarding risk factors and behaviors.
- Ensure compliance with the OSHA Bloodborne Pathogen Standard for school districts and employees.
- Use Standard Precautions for students, school staff and visitors: Assume that all body fluids of all persons have a potential for the spread of infections.
- Have body fluid clean-up kits available for trained staff to utilize
- Hepatitis B vaccine is available

### ***Sexual Transmission***

Sexually transmitted infections are spread from person to person through sexual intercourse (including oral and anal sex). Some diseases, such as HIV, and Hepatitis B and C, can be transmitted both by bloodborne and sexual routes.

### **Examples of sexually transmitted infections**

Gonorrhea, Chlamydia, Syphilis, Herpes, Genital warts (human papillomavirus)

### **Prevention of sexually transmitted infections**

- Provide Oregon's comprehensive sexuality curriculum so that students will be aware of safety issues in this area. [Sexuality Education and Risk Behavior Prevention](#)
- HPV vaccine is available

## ***Communicable Disease Control – Resources and Support***

### **School Health Resources**

Health policy and procedures in the school setting should be developed in collaboration with those trained and/or licensed in the health field. Consider utilizing the resources listed below.

- School nurse; registered nurse practicing in the school setting
- Local public health authority (see Appendix 2)
- School-Based Health Centers
- Community health care providers
- Oregon Occupational Health and Safety Administration (OSHA)
- Oregon Health Authority, Public Health Division (PHD)

## Whole School Support

**School health is a shared responsibility.** The Centers for Disease Control's *Whole School, Whole Community, Whole Child* model highlights ways that individuals from different disciplines can contribute together to a healthier school community, including actions such as those described below. <https://www.cdc.gov/healthyschools/wsc/index.htm>

### **Roles and Responsibilities**

Health education and support for students, school staff and parents is an essential component in the prevention and control of communicable diseases.

### **Health Education**

Develop and use K-12 developmentally appropriate curricula that addresses the prevention of communicable diseases. For example, teach effective hand washing in K-3, provide parent information on recognizing signs and symptoms of communicable illness and when to keep ill children home, teach appropriate sexuality education to prevent the spread of sexually transmitted infections and encourage age-appropriate hygiene for all levels.

### **Physical Education**

Develop and promote K-12 programs that ensure communicable disease prevention in all physical education and sport areas. For example, develop school district policies regarding body-contact sports or activities when open or draining wounds are present, provide proper cleaning and hand-washing equipment at all events and provide staff training regarding safe practices.

### **Health Services**

Provide school-based or school-linked access (school nurses, school-based health centers) to communicable disease prevention services, referrals to health care providers, and training to assess, coordinate and report to local health departments.

### **Nutrition Services**

Healthy students require balanced and nutritious diets to strengthen the immune system to fight illness. Safety measures must be followed to ensure that all food, food areas and utensils are prepared and cleaned in accordance with public health guidelines to prevent outbreaks of foodborne illness.

### **School Counseling, Psychological and Social Services**

Work collaboratively with Health Services personnel to minimize fear and confusion for students and staff that often occur with communicable disease incidents or outbreaks. Make appropriate referrals of students to Health Services personnel. Act as a liaison to Health Services in following the district policy regarding the reporting of communicable diseases when information is made available from other staff, students and parents and assist in giving accurate information as permitted by confidentiality policies.

### **Healthy Schools Environment**

Develop policies and procedures that align with Oregon Public Health law regarding

exclusion of ill students and staff with specified communicable diseases and conditions (see page 10). Health Services should provide information and education on communicable diseases common in the school population. Develop, implement and review on an annual basis the Exposure Control Plan for Bloodborne Pathogens in the school setting per the OR- OSHA rule. Update when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure.

### ***Health Promotion for Staff***

Encourage a healthy lifestyle that reduces communicable disease risks for staff. For example, complete up-to-date immunizations, practice and model effective hand washing, and offer training in communicable disease recognition and prevention.

### ***Family and Community Involvement***

Promote meaningful partnerships among schools, families and communities to enhance the prevention of communicable disease in youth. For example, circulate newsletters on current communicable disease issues and sponsor PTA information programs to include communicable disease topics of interest to the school-age population.

## **D. Procedures**

### ***Communicable Disease Control Measures – Guidelines for Exclusion***

#### Part 1: EXPANDED GUIDELINES FOR SCHOOL STAFF

**Symptoms described in the EXPANDED GUIDELINES FOR SCHOOL STAFF should be considered reasons for exclusion until symptoms are resolved for the length of time indicated below OR until the student has been cleared by a licensed healthcare provider, unless otherwise noted.**

School personnel considering a student exclusion should also consider the following:

- Only a licensed health care provider can determine a diagnosis or prescribe treatment.
- The school administrator has the authority to enforce exclusion. [[OAR 333-019-0010](#)]
- The registered nurse (RN) or school nurse\* can be a valuable resource. Collaboration with the RN may be legally required, especially if health issues relate to a student's chronic condition.
  - "A registered nurse or school nurse is responsible for coordinating the school nursing services provided to an individual student." [[ORS 336.201](#)]
  - A RN is licensed to provide "services for students who are medically fragile or have special health care needs" [[OAR 581-022-2220](#); ORS 336.201].
  - \*School nurse: an RN certified by the Teacher Standards and Practices Commission to conduct and coordinate school health services. [[ORS](#)

- Messages about health should be created in collaboration with those licensed or trained in the health field. The registered nurse practicing in the school setting or the local public health authority should be consulted regarding notifying parents/guardians about health concerns, including describing risks and control measures.
- During times of increased concern about a specific communicable disease, such as a local flu outbreak or another emergent disease, changes to this guidance may be warranted. School administrators should work with local public health authorities regarding screening for illness, reporting of illness, and length of exclusion related to specific symptoms of concern.

### ***Communicable Disease Control Measures – Guidelines for Exclusion***

#### EXPANDED GUIDELINES FOR SCHOOL STAFF

**Students and school staff who are diagnosed with a school-restrictable disease must be excluded from work or attendance. Susceptible students and school staff may also be excluded following exposure to selected diseases**, per instructions to the school administrator from the local public health authority or per OHA state-wide posted notices. [OAR 333-019-0010; 333-019-0100]

#### **Students should also be excluded from school if they exhibit:**

- 1) **Fever:** a measured oral temperature of 100.4°F, with or without the symptoms below.
  - 2) Stay home until temperature is below 100.4°F for 72 hours WITHOUT the use of fever-reducing medication such as ibuprofen (Advil), acetaminophen (Tylenol), aspirin.
- 2) **Skin rash or sores:** **ANY** new rash if not previously diagnosed by a health care provider **OR** if rash is increasing in size **OR** if new sores or wounds are developing day-to-day **OR** if rash, sores or wounds are draining and cannot be completely covered with a bandage.
  - 2) Stay home until rash is resolved **OR** until sores and wounds are dry or can be completely covered with a bandage **OR** until diagnosis and clearance are provided by a licensed healthcare provider.
- 3) **Difficulty breathing or shortness of breath** not explained by situation such as exercise: feeling unable to catch their breath, gasping for air, breathing too fast or too shallowly, breathing with extra effort such as using muscles of the stomach, chest, or neck.
  - 2) Seek medical attention; return to school when advised by a licensed healthcare provider.
- 4) **Concerning cough:** persistent cough that is not yet diagnosed and cleared by a licensed healthcare provider **OR** any acute (non-chronic) cough illness **OR** cough that is frequent or severe enough to interfere with active participation in usual school activities.
  - 2) Stay home until 72 hours after cough resolves.
  - 3) If pertussis (“whooping cough”) is diagnosed by a licensed healthcare provider, student must

be excluded from school until completion of a 5-day course of prescribed antibiotics or until cleared for return by the local public health authority. If COVID-19 is diagnosed, exclude until cleared for return by the local public health authority.

- 5) **Diarrhea:** three or more watery or loose stools in 24 hours **OR** sudden onset of loose stools **OR** student unable to control bowel function when previously able to do so
  - 2) Stay home until 48 hours after diarrhea resolves.
- 6) **Vomiting:** at least 1 episode that is unexplained
  - 2) Stay home until 48 hours after last episode
- 7) **Headache with a stiff neck and fever OR headache with recent head injury** not yet seen and cleared by licensed health provider.
  - 2) Recent head injury: consider [ODE concussion guidance](#).
- 8) **Jaundice:** yellowing of the eyes or skin (new or uncharacteristic)
  - 2) Must be seen by a licensed prescriber and cleared before return to school
- 9) **Concerning eye symptoms:** colored drainage from the eyes **OR** unexplained redness of one or both eyes **OR** eye irritation accompanied by vision changes **OR** symptoms such as eye irritation, pain, redness, swelling or excessive tear production that prevent active participation in usual school activities.
  - 2) Students with eye symptoms who have been seen and cleared by a licensed prescriber may remain in school after indicated therapy has been started.
- 10) **Behavior change:** unexplained uncharacteristic irritability, lethargy, decreased alertness, or increased confusion **OR** any unexplained behavior change accompanied by recent head injury not yet assessed and cleared by a licensed healthcare provider.
  - 2) In case of head injury, consider [ODE concussion guidance](#).
- 11) **Major health event:** may include an illness lasting more than 2 weeks; a surgical procedure with potential to affect vital signs or active participation in school activities; or a new or changed health condition for which school staff is not adequately informed, trained, or licensed to provide care.
  - 2) Student should not be at school until health and safety are addressed.
  - 3) School staff should follow appropriate process to address reasonable accommodations and school health service provision in accordance with applicable federal and state laws.
- 12) **Student requiring more care than school staff can safely provide**
  - a) Student should not be at school until health and safety are addressed.
  - b) School staff should follow appropriate process to address reasonable accommodations and school health service provision in accordance with applicable federal and state laws.

## ***Communicable Disease Control Measures – Guidelines for Exclusion***

Part 2: SIMPLIFIED GUIDELINES: SAMPLE LETTER TO SCHOOL COMMUNITY

BEGIN LETTER PAGE 1

Dear Parent/Guardian:

### **DO NOT SEND AN ILL STUDENT TO SCHOOL.**

Please call the school office to notify us if your student is ill. The box on the back of this page gives examples of when your student should not be in school.

**If your student's symptoms are related to a chronic condition, contact the school and follow school policies for chronic condition management.**

Please contact your health care provider about serious illness, including any fever of 103°F or higher. If you need help in finding a health care provider, you may contact your local health department.

Notify school staff if your student requires medication during school hours. Follow school protocols for medication at school. Unless otherwise instructed, if your student's illness requires antibiotics, the student must have been on antibiotics for 24 hours before returning to school. Antibiotics are not effective for viral illnesses.

To help protect all students, please notify the school if your child is diagnosed with any of these diseases: *chickenpox, COVID-19, diphtheria, E. coli diarrhea, hepatitis, measles, mumps, pertussis, rubella, Salmonella, scabies, shigellosis, tuberculosis, or another disease as requested*. The school will protect your private information as required by law. [OAR 333-019-0010]

With consent, the school nurse may consult with your doctor about your student's health in order to keep your student safe, healthy, and ready to learn.

END LETTER PAGE 1

### When Should I Keep My Student Home?

NOTE: These are school instructions, not medical advice. Please contact your doctor with health concerns.

Student's Symptoms or Illness	Student May Return to School When*
<b>Fever:</b> temperature by mouth greater than 100.4 degrees	No fever for at least 72 hours without the use of fever- reducing medicine.
<b>Skin rash</b> or open sores	Rash is gone; sores are dry or can be completely covered by a bandage; or with orders from doctor to school nurse.
New <b>Cough</b> illness	In general, when symptom-free for 72 hours. If pertussis (whooping cough) is diagnosed, after taking 5-day course of prescribed antibiotics, or when cleared for return by local public health authority. If COVID-19 is diagnosed, with orders from local public health authority.
<b>Diarrhea:</b> 3 loose or watery stools in one day <b>OR</b> newly not able to control bowel movements	Symptom-free for 48 hours.
<b>Vomiting</b>	Symptom-free for 48 hours.

<b>Headache</b> with stiff neck and fever; <b>OR</b> with recent head injury	Symptom-free or with orders from doctor to school nurse.
<b>Jaundice:</b> (new) yellow color in eyes or skin	After orders from doctor or local public health authority to school nurse.
<b>Red eyes or eye discharge:</b> yellow or brown drainage from eyes	Redness and discharge is gone <b>OR</b> with orders from doctor to school nurse.
<b>Acting different without a reason:</b> unusually sleepy or grumpy <b>OR</b> acting differently after a head injury	After return to normal behavior <b>OR</b> with orders from doctor to school nurse.
<b>Major health event,</b> like surgery <b>OR</b> an illness lasting 2 or more weeks	After orders from doctor to school nurse.
<b>Student's health condition requires more care than school staff can safely provide</b>	After measures are in place for student's safety.

To notify the school about your student's illness, please call\_\_\_\_\_.

To contact the school nurse or health office please call\_\_\_\_\_or email\_\_\_\_\_.

END LETTER PAGE 2.

**Recommended School Action When a Person Exhibits Symptoms of a Communicable Disease or a Health Care Provider Has Diagnosed a Specific Communicable Disease**

**If you become aware the child has any of the following diseases, then clearance by the local health department is required before the child returns to school: Chickenpox, COVID-19, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis**

(whooping cough), rubella, *Salmonella enterica* serotype Typhi infection, scabies, Shiga-toxigenic *E. coli* (STEC) infection (O157 and others), shigellosis, and infectious tuberculosis. Call your local public health authority with questions.

Children with any of the symptoms listed on pages 10–11 should be excluded from school until the symptoms are no longer present, or until the student is cleared to return by a licensed physician or by the school nurse.

DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>AIDS (Acquired Immune Deficiency Syndrome)</b></p> <ul style="list-style-type: none"> <li>• AIDS is a later stage of an infection caused by the Human Immunodeficiency Virus (HIV).</li> <li>• Swollen lymph nodes, loss of appetite, chronic diarrhea, weight loss, fever or fatigue, cancers and other infections</li> </ul>	<p><b>Exclude:</b> NO</p> <p><b>Restriction:</b> NO – See Communicable Disease Appendix IV, “Guidelines for Schools with Children who have Bloodborne Infections” for further information</p> <p><b>Report:</b> YES – call CD coordinator at Local Health Department</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Direct contact with potentially infectious blood to broken skin, mucous membranes or through puncture wounds</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• Lifetime infection after initial infection with virus</li> </ul>	<ul style="list-style-type: none"> <li>• Strict adherence to standard precautions when handling body fluids</li> <li>• Report, to school nurse or administrator, all accidental body fluid exposures to broken skin, mucous membranes or puncture wounds (e.g., bites, needle stick injuries)</li> </ul>
<p><b>ATHLETE’S FOOT</b></p> <ul style="list-style-type: none"> <li>• Dry scaling and/or cracking blisters and itching, especially between toes and bottoms of feet</li> </ul>	<p><b>Exclude:</b> NO</p> <p><b>Restriction:</b> NO</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Direct contact with infectious areas</li> <li>• Indirect contact with infected articles</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• Until treated</li> </ul>	<ul style="list-style-type: none"> <li>• Restrict walking barefoot, sharing towels, socks &amp; shoes</li> <li>• Encourage use of sandals in shower</li> <li>• Routine disinfection of showers and locker room floors with approved agents</li> </ul>

DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>BOILS – (See Also STAPH SKIN INFECTION)</b></p> <ul style="list-style-type: none"> <li>• Large pimple-like sore, swollen, red, tender may be crusted or draining</li> <li>• Headache, fever may be present</li> </ul>	<p><b>Exclude:</b> Exclusion status may vary according to the state of the lesion in question. Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with licensed health care provider permission, or lesion is dry and crusted with no drainage</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Direct contact with drainage from sores or nasal secretions from carrier</li> <li>• Indirect contact with infected articles</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• As long as sores drain if untreated</li> </ul>	<ul style="list-style-type: none"> <li>• Standard precautions</li> <li>• Wash hands thoroughly and often</li> <li>• No cafeteria duty while lesions present</li> <li>• Good personal hygiene</li> </ul>
<p><b>CHICKENPOX (Varicella)</b></p> <ul style="list-style-type: none"> <li>• Malaise, slight fever, blister-like rash, or red rash, usually beginning on trunk, blisters, scab over</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> Exclude until chickenpox lesions have crusted or dried with no further drainage (minimum of 5 days after rash appears)</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Airborne droplets from coughing</li> <li>• Direct contact with drainage from blisters or nasal secretions</li> <li>• Indirect contact with infected articles</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• 2 days before to 5 days after rash appears</li> </ul>	<ul style="list-style-type: none"> <li>• Immunization required – see website for current information: <a href="#">Immunization Requirements for School and Child Care</a>   <a href="#">Getting Immunized</a></li> <li>• Exclude exposed, susceptible persons from school</li> <li>• Wash hands thoroughly and often.</li> <li>• Cover mouth and nose if coughing or sneezing</li> <li>• Encourage safe disposal of used tissues</li> <li>• Contact school nurse regarding possible earlier return to school if lesions are crusted/dried before 5<sup>th</sup> day after rash appears</li> <li>• Staff and students with impaired immune responses should consult their health care provider, if exposure to a confirmed or suspected case has occurred.</li> </ul>

DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>CMV (Cytomegalovirus)</b></p> <ul style="list-style-type: none"> <li>Caused by a human herpes virus</li> <li>Most severe form of the disease occurs to infants infected from mother during pregnancy, premature infants, and the immunocompromised.</li> <li>A variety of symptoms can occur</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> NO</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>Direct mucosal contact with infected tissues, secretions and excretions (urine, saliva, breast milk, cervical secretion and semen)</li> <li>Indirect contact with infected articles</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>Virus is secreted in urine and saliva for many months and may persist or be episodic for several years after initial infection.</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands thoroughly and often.</li> <li>Strict adherence to standard precautions when handling body fluids.</li> <li>Take care when handling diapers or toileting children</li> <li>Women of childbearing age or immunocompromised individuals should consult with their medical provider regarding risks when caring for children identified as carriers of CMV.</li> </ul>
<p><b>COMMON COLD (Upper Respiratory Infection)</b></p> <ul style="list-style-type: none"> <li>Runny nose and eyes, cough, sneezing, possible sore throat, fever uncommon</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> NO</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>Direct contact with nose and throat secretions</li> <li>Droplets from coughing or sneezing</li> <li>Indirect contact with infected articles</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>1 day before onset of symptoms until 5 days after</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands thoroughly and often</li> <li>Cover mouth, nose if coughing or sneezing</li> <li>Encourage appropriate disposal of used tissues</li> </ul>

DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>DIARRHEAL DISEASES</b></p> <ul style="list-style-type: none"> <li>Loose, frequent stools, sometimes with pus or blood</li> <li>Vomiting, headaches, abdominal cramping or fever may be present</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> Exclude students with acute diarrhea; see to Exclusion Guidelines on pages 10-11.</p> <p><b>Report:</b> Not usually; depends on diagnosis; Report cluster outbreaks to local health department.</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>Direct contact with feces</li> <li>Consumption of water or food contaminated with feces</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>Varies from hours to several days</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands thoroughly and often, especially after using bathroom or diapering/toileting children</li> <li><b>No</b> food handling/preparation</li> <li><b>No</b> cafeteria duty</li> </ul>
<p><b>FIFTH DISEASE</b></p> <ul style="list-style-type: none"> <li>Bright red cheeks, blotchy, lace appearing rash on extremities that fades and recurs, runny nose, loss of appetite, sore throat, low grade fever, headache</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with licensed health care provider permission or when no rash or signs of illness are present</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>Droplets from coughing or sneezing</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>Greatest before onset of rash when illness symptoms occur</li> <li>No longer contagious after rash appears</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands thoroughly and often</li> <li>Encourage student to cover mouth/nose when coughing/sneezing</li> <li>Encourage safe disposal of used tissues</li> <li>Contact school nurse for recommendations for pregnant females / immunocompromised persons exposed by suspected/confirmed case</li> <li>Contact local health department for latest recommendation for pregnant females exposed in school outbreak situations</li> </ul>

<p><b>HAND, FOOT &amp; MOUTH DISEASE</b></p> <ul style="list-style-type: none"> <li>• Sudden onset fever, sore throat and lesions in mouth</li> <li>• Blistered lesions on palm, fingers and soles</li> </ul>	<p><b><u>Exclude:</u></b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b><u>Restriction:</u></b> May attend with licensed health care provider permission or when blisters are gone</p> <p><b><u>Report:</u></b> NO</p>	<p><b><u>Spread by:</u></b></p> <ul style="list-style-type: none"> <li>• Direct contact with nose and throat discharges or feces</li> </ul> <p><b><u>Communicable:</u></b></p> <ul style="list-style-type: none"> <li>• During acute stage of illness and potentially for several weeks after in stool</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands thoroughly and often</li> <li>• Good personal hygiene especially following bathroom use</li> <li>• Reinforce use of standard precautions</li> </ul>
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DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>HEAD LICE</b></p> <ul style="list-style-type: none"> <li>● Itching of scalp</li> <li>● Lice or nits (small grayish brown eggs) in the hair</li> </ul> <p>*See additional ODE guidance document on Head Lice</p>	<p><b>Exclude:</b> If required by school policy</p> <p><b>Restriction:</b> NO</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>● Direct contact with infected person</li> <li>● Indirect contact with infected articles (rarely)</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>● Only when live bugs present</li> </ul>	<ul style="list-style-type: none"> <li>● Refer to <a href="#">CDC guidance on head lice</a>.</li> <li>● Check siblings/close contacts for symptoms</li> <li>● Avoid sharing/touching clothing, head gear, combs/brushes</li> <li>● Contact school nurse or local medical provider for further treatment information.</li> </ul>
<p><b>HEPATITIS A</b></p> <ul style="list-style-type: none"> <li>● Sudden onset with loss of appetite, fever, nausea, right upper abdominal discomfort</li> <li>● Later student may have jaundice (yellow color to skin and eyes), dark urine, or clay-colored stools</li> <li>● May have mild or no symptoms</li> </ul> <p><b>HEPATITIS B &amp; C</b></p> <ul style="list-style-type: none"> <li>● Fever, headache, fatigue, vomiting, aching, loss of appetite, dark urine, abdominal pain, clay-colored stools and jaundice</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restricted:</b> May attend only with local health department permission.</p> <p><b>Report:</b> YES</p> <p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> NO – See Communicable Disease Appendix IV, “Guidelines for Schools with Children who have Bloodborne Infections” for further information.</p> <p><b>Report:</b> YES</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>● Direct contact with feces</li> <li>● Consumption of water or food contaminated with feces</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>● Two weeks before symptoms until two weeks after onset</li> </ul> <p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>● Infectious body fluids (blood, saliva, semen) getting under the skin (e.g., through needles) or into the eyes; or through sexual contact; or mother to baby transmission.</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>● One month prior to symptoms to 4 to 6 months or longer after jaundice</li> <li>● Some individuals have no symptoms but can transmit the disease.</li> </ul>	<ul style="list-style-type: none"> <li>● Wash hands thoroughly and often</li> <li>● No food handling or sharing</li> <li>● School restrictions on home prepared foods for parties</li> <li>● Immunization required - see website for current information:</li> <li>● <a href="#">Immunization Requirements for School and Child Care   Getting Immunized</a></li> <li>● <a href="#">Exclude exposed, susceptible persons from school</a></li> <li>● Strict adherence to standard precautions when handling body fluids</li> <li>● Report all body fluid contact that penetrates the skin such as bites, scratches and needle sticks to the health consultant.</li> <li>● Immunization required for Hepatitis B - see website for current information:</li> <li>● <a href="#">Immunization Requirements for School and Child Care   Getting Immunized</a></li> </ul>

DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>HIV Disease (Human Immunodeficiency Virus Disease)</b></p> <ul style="list-style-type: none"> <li>• May have acute flu-like illness</li> <li>• Most often, no symptoms present in early stages of infection</li> <li>• AIDS is a later stage of HIV infection (See AIDS).</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> NO – See Communicable Disease Appendix IV, “Guidelines for Schools with Children who have Bloodborne Infections” for further information.</p> <p><b>Report:</b> YES</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Blood getting under the skin (e.g., through needles); or through sexual contact</li> <li>• Some individuals have no symptoms but can spread the disease.</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• Lifetime infectivity after initial infection with virus</li> </ul>	<ul style="list-style-type: none"> <li>• Strict adherence to standard precautions when handling body fluids</li> <li>• Report all body fluid contact that penetrates the skin such as bites, scratches and needle sticks to the school nurse.</li> </ul>
<p><b>IMPETIGO (See also Staph Skin Infections)</b></p> <ul style="list-style-type: none"> <li>• Blister-like sores (often around the mouth and nose), crusted, draining and “itching”</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with licensed health care provider permission, or when lesions are dry and crusted with no drainage.</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Direct contact with drainage from sores</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• As long as sore drains if untreated</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands thoroughly and often</li> <li>• No cafeteria duty while sores present</li> <li>• Avoid scratching or touching sores</li> <li>• Cover sores if draining</li> <li>• No sharing personal items when lesions are present</li> <li>• No contact sports (wrestling) if drainage cannot be contained.</li> </ul>
<p><b>INFLUENZA (flu)</b></p> <ul style="list-style-type: none"> <li>• Abrupt onset, fever chills, headache, muscle aches, cough</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> NO</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Droplets from coughing or sneezing</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• 1-2 days before onset of symptoms, up to 5 days or more following the onset of illness</li> </ul>	<ul style="list-style-type: none"> <li>• Vaccination: recommended annually for all persons ≥6 months of age</li> <li>• Wash hands thoroughly and often</li> <li>• Cover mouth/nose when coughing or sneezing</li> <li>• Encourage appropriate disposal of used tissues</li> <li>• See website for up-to-date information: <a href="http://flu.oregon.gov/Pages/Learn.aspx">http://flu.oregon.gov/Pages/Learn.aspx</a></li> </ul>

DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>MEASLES</b></p> <ul style="list-style-type: none"> <li>• Fever, eye redness, runny nose, a very harsh cough</li> <li>• 3–7 days later dusky red rash (starts at hairline and spreads down); white spots in mouth</li> </ul> <p><b>MENINGOCOCCALDISEASE</b></p> <ul style="list-style-type: none"> <li>• Sudden onset of high fever, nausea, vomiting, headache, stiff neck, lethargy</li> <li>• May have blotchy, purplish, non-blanching rash</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with local health department permission</p> <p><b>Report:</b> YES - Highly Communicable</p> <p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> None necessary. Patients are not contagious after treatment.</p> <p><b>Report:</b> YES</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Airborne droplets from coughing</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• 4 days before rash until 4 days after rash begins</li> <li>• Most contagious 4 days before rash appears</li> </ul> <p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Direct contact with nose and throat secretions</li> <li>• Droplets from coughing or sneezing</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• Until bacteria are no longer present in discharges from nose and mouth</li> <li>• Cases and contacts usually no longer infectious after 24 hours on antibiotics</li> </ul>	<ul style="list-style-type: none"> <li>• Contact school nurse or health department immediately for direction</li> <li>• School nurse or health department will identify population at risk and assist with parent notification</li> <li>• Immunization required – see website for current information: <a href="#">Immunization Requirements for School and Child Care   Getting Immunized</a></li> <li>• <a href="#">Exclude exposed, susceptible persons from school</a></li> <li>• Wash hands thoroughly and often</li> <li>• Cover mouth/nose when coughing or sneezing and practice safe disposal of used tissues</li> <li>• No sharing food, drink or eating utensils</li> <li>• Meningococcal vaccine recommended for students 11–18 years of age</li> <li>• See County Health Department CD Specialist for further information</li> </ul>

<p><b>MONONUCLEOSIS</b></p> <ul style="list-style-type: none"> <li>• Fever, sore throat, swollen lymph nodes, fatigue and abdominal pain</li> </ul>	<p><b><u>Exclude:</u></b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b><u>Restrictions:</u></b> NO – Bed rest for a time and withdrawal from PE/Athletic activities are encouraged until student has recovered fully or with licensed health care provider permission.</p> <p><b><u>Report:</u></b> NO</p>	<p><b><u>Spread by:</u></b></p> <ul style="list-style-type: none"> <li>• Direct contact with saliva</li> </ul> <p><b><u>Communicable:</u></b></p> <ul style="list-style-type: none"> <li>• May be infectious for several months</li> </ul>	<ul style="list-style-type: none"> <li>• Wash and disinfect shared items/toys which may be mouthed or in settings with children who drool</li> <li>• No sharing food, drink or eating utensils</li> </ul>
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DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>MUMPS</b></p> <ul style="list-style-type: none"> <li>Painful swelling of neck and facial glands, fever and possible abdominal pain</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with local health department permission.</p> <p><b>Report:</b> YES</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>Direct contact with nose and throat secretions</li> <li>Droplets from coughing or sneezing</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>2 days before onset until 5 days after onset of symptoms.</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands thoroughly and often</li> <li>Report to school nurse</li> <li>No sharing of personal items</li> <li>Immunization required - see website for current information: <a href="#">Immunization Requirements for School and Child Care   Getting Immunized</a></li> <li><a href="#">Exclude exposed, susceptible persons from school</a></li> </ul>
<p><b>PINK EYE (Conjunctivitis)</b></p> <ul style="list-style-type: none"> <li>Eyes tearing, irritated and red, sensitive to light</li> <li>Eye lids puffy, may have yellow discharge</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with licensed health care provider/school nurse permission or symptoms are gone</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>Direct contact with infectious saliva or eye secretions</li> <li>Indirect contact with infected articles</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>As long as drainage is present</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands thoroughly</li> <li>No sharing of personal items</li> <li>Consult with school nurse or licensed medical provider</li> </ul>
<p><b>PINWORMS</b></p> <ul style="list-style-type: none"> <li>Nervousness, irritability, itching of anus, abdominal pain</li> <li>Sometimes no symptoms are present</li> </ul>	<p><b>Exclude:</b> NO</p> <p><b>Restriction:</b> Restriction may be necessary in situations where students are unable to control bowel function, otherwise No.</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>Direct contact with infectious eggs by hand from anus to mouth of infected person</li> <li>Indirect contact with infected articles</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>As long as female worms are discharging eggs in the anal area</li> <li>Eggs remain infective in an outdoor area for about 2 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands thoroughly</li> <li>Good personal hygiene</li> <li>Consult with school nurse or licensed medical provider</li> </ul>

DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>RINGWORM – SCALP</b></p> <ul style="list-style-type: none"> <li>● Patchy areas of scaling with mild to extensive hair loss</li> <li>● May have round areas of “stubs” of broken hair</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with licensed health care provider or school nurse permission or when symptoms are gone.</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>● Direct contact with infectious areas</li> <li>● Indirect contact with infectious areas</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>● Until treated</li> </ul>	<ul style="list-style-type: none"> <li>● Wash hands thoroughly</li> <li>● No sharing of personal items, especially combs, brushes, hats, etc.</li> <li>● It is not necessary to shave the student’s head.</li> </ul>
<p><b>RINGWORM – SKIN</b></p> <ul style="list-style-type: none"> <li>● Ring-shaped red sores with blistered or scaly border</li> <li>● “Itching” common</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with licensed health care provider or School Nurse permission or when symptoms are gone.</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>● Direct contact with infectious areas</li> <li>● Indirect contact with infectious areas</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>● Until treated</li> </ul>	<ul style="list-style-type: none"> <li>● Wash hands thoroughly</li> <li>● No sharing of personal items</li> <li>● Special attention to cleaning and disinfecting, with approved anti- fungal agent, gym/locker areas</li> <li>● No sport activity until lesions disappear</li> </ul>

DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>SCABIES</b></p> <ul style="list-style-type: none"> <li>● Intense itching, raised small red or pus-filled sores</li> <li>● Common between fingers, behind knees, around waist, inside of wrists, on arms</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with licensed health care provider/school nurse permission</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>● Direct skin contact</li> <li>● Indirect contact with infected articles</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>● Until treated</li> </ul>	<ul style="list-style-type: none"> <li>● Wash hands thoroughly</li> <li>● Screen close contacts/siblings for symptoms</li> <li>● No sharing of personal items</li> </ul>
<p><b>SHINGLES (Herpes Zoster)</b></p> <ul style="list-style-type: none"> <li>● Painful skin lesions which are a result of the same virus that causes chicken pox</li> <li>● Lesions may appear in crops</li> <li>● May occur in immune-compromised children</li> <li>● Usually on trunk, may be accompanied by pain, itching or burning of affected area</li> <li>● Headache may precede eruption</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with licensed health care provider permission and if lesions can be covered with dressing or when lesions are scabbed/dried</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>● Direct contact with draining skin areas</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>● As long as lesions are draining</li> </ul>	<ul style="list-style-type: none"> <li>● Keep lesions covered with dressings. If lesions are on area of body where dressing cannot be secured (e.g., face, hand), consult with school nurse if available or local health department.</li> <li>● Contact school nurse or local health department for recommendations for pregnant females/Immunocompromised person if exposure occurs at school.</li> </ul>
<p><b>STAPH SKIN INFECTIONS</b></p> <ul style="list-style-type: none"> <li>● Draining sores, slight fever, aches and headache</li> <li>● Affected area may be red, warm and/or tender</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with licensed health care provider permission or when lesions are dry/crusted or gone</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>● Direct contact with drainage from sores</li> <li>● Indirect contact with infected articles</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>● As long as sores are draining</li> </ul>	<ul style="list-style-type: none"> <li>● Wash hands thoroughly</li> <li>● Good personal hygiene</li> <li>● No sharing towels, clothing or personal items</li> <li>● No food handling</li> <li>● No contact sports until lesions are gone</li> </ul>

DISEASE/SYMPTOMS	SCHOOL EXCLUSION/ SCHOOL RESTRICTION and REPORTING TO LOCAL HEALTH DEPARTMENT	TRANSMISSION/ COMMUNICABILITY	RECOMMENDED SCHOOL CONTROL MEASURES
<p><b>STREP THROAT – SCARLET FEVER (streptococcal infections)</b></p> <ul style="list-style-type: none"> <li>• <b>Strep throat:</b> Sore throat, fever, swollen, red tonsils, tender neck glands, headache, bad breath, abdominal pain or nausea</li> <li>• <b>Scarlet Fever:</b> Same as strep throat with a red blotchy, sandpapery rash on trunk and a “strawberry” tongue</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend with licensed health care provider/school nurse permission.</p> <p><b>Report:</b> NO</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Direct contact with nose and throat secretions</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• Greatest during symptoms of illness. Some individuals are carriers without symptoms and may be infectious for weeks or months.</li> <li>• Treated cases are no longer infectious after 24 hours on antibiotics unless fever persists</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands thoroughly</li> <li>• Encourage covering mouth &amp; nose when coughing &amp; sneezing</li> <li>• Encourage appropriate disposal of used tissues</li> </ul>
<p><b>TUBERCULOSIS (infectious/active)</b></p> <ul style="list-style-type: none"> <li>• Fatigue, weight loss, fever, night sweats, cough, chest pain, hoarseness &amp; coughing up blood in later stages of disease</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend only with local health department permission</p> <p><b>Report:</b> YES</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>• Primarily by airborne droplets from infected person through coughing, sneezing or singing</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>• As long as living bacteria are discharged through coughing. Specific drug therapy usually diminishes communicability within weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Observe TB rule compliance: <a href="#">CDC - Tuberculosis (TB)</a></li> <li>• Report to school nurse or consult with county health department</li> </ul>

<p><b>WHOOPING COUGH (Pertussis)</b></p> <ul style="list-style-type: none"> <li>Begins with mild “cold” symptoms and progresses to violent fits of coughing spells that may end in a whooping sound (infants &amp; toddlers) or vomiting (older children &amp; adults)</li> <li>Slight or no fever</li> </ul>	<p><b>Exclude:</b> Refer to Exclusion Guidelines on pages 10-11.</p> <p><b>Restriction:</b> May attend only with local health department permission</p> <p><b>Report:</b> YES</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>Direct contact nose and throat secretions</li> <li>Droplets from coughing or sneezing</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>Greatest just before and during “cold” symptoms to about 3 weeks without treatment.</li> <li>If treated with antibiotics, infected person is communicable 5 days</li> </ul>	<ul style="list-style-type: none"> <li>Immunization required - see website for current information: <a href="#">Immunization Requirements for School and Child Care   Getting Immunized</a></li> <li><a href="#">Exclusion of exposed, susceptible persons from school may be required</a>; consult with local public health authority</li> </ul>
<p><b>COVID-19 VIRUS</b></p> <ul style="list-style-type: none"> <li>Symptoms include fever, cough, shortness of breath or difficulty breathing, chills, muscle pain, sore throat, and loss of taste or smell</li> </ul>	<p><b>Exclude:</b> Consult with Local Health Department for guidelines on exclusion.</p> <p><b>Restriction:</b> In accordance with Local Public Health Guidelines.</p> <p><b>Report:</b> YES</p>	<p><b>Spread by:</b></p> <ul style="list-style-type: none"> <li>Respiratory droplets</li> </ul> <p><b>Communicable:</b></p> <ul style="list-style-type: none"> <li>Highly</li> </ul>	<ul style="list-style-type: none"> <li>Immunization being developed at this time</li> </ul>

## **Communicable Disease Control Measures: References**

Centers for Disease Control and Prevention. *Definitions of Symptoms for Reportable Illnesses*.  
<https://www.cdc.gov/quarantine/air/reporting-deaths-illness/definitions-symptoms-reportable-illnesses.html>. Published June 30, 2017.

Centers for Disease Control and Prevention. *Type of Duration of Precautions Recommended for Selected Infections and Conditions*.  
<https://www.cdc.gov/infectioncontrol/guidelines/isolation/appendix/type-duration-precautions.html>. Published July 22, 2019.

## **Communicable Disease Appendices**

### **Appendix I**

Oregon Public Health Law: Oregon Administrative Rule 333-019-0010

### **Appendix II**

Communicable Disease Control Measures: Recommendations for School Attendance Restrictions and Reporting

### **Appendix III**

Communicable Disease Control Measures: Guidelines for Handling Body Fluids

### **Appendix IV**

Communicable Disease Control Measures: Guidelines for Schools with Children Who Have Bloodborne Infections such as HIV, Hepatitis B and C

## Appendix I

### Oregon Public Health Law: Oregon Administrative Rule 333-019-0010

#### Disease Related to School, Child Care, and Worksite Restrictions: Imposition of Restrictions

- (1) For purposes of this rule:
  - (a) "Restrictable disease":
    - (A) As applied to food service facilities includes but is not limited to diphtheria, hepatitis A, hepatitis E, measles, Salmonella enterica serotype Typhi infection, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis, infectious tuberculosis, open or draining skin lesions infected with Staphylococcus aureus or Streptococcus pyogenes, and any illness accompanied by diarrhea or vomiting.
    - (B) As applied to schools, children's facilities, and health care facilities, includes but is not limited to chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis, and infectious tuberculosis and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the child poses an unusually high risk to other children (for example, exhibits uncontrollable biting or spitting).
    - (C) Includes any other communicable disease identified in an order issued by the Authority or a local public health administrator as posing a danger to the public's health. [\*]
  - (b) "Susceptible" means being at risk of contracting a restrictable disease by virtue of being in one or more of the following categories:
    - (A) Not being complete on the immunizations required by OAR chapter 333, division 50;
    - (B) Possessing a medical exemption from any of the vaccines required by OAR chapter 333, division 50 due to a specific medical diagnosis based on a specific medical contraindication; or
    - (C) Possessing a nonmedical exemption for any of the vaccines required by OAR chapter 333, division 50.
  - (c) "Reportable disease" means a human reportable disease, infection, microorganism, or condition specified by OAR chapter 333, division 18.
- (2) To protect the public health, an individual who attends or works at a school or child care facility, or who works at a health care facility or food service facility may not attend or work at a school or facility while in a communicable stage of a restrictable disease, unless otherwise authorized to do so under these rules.

- (3) A susceptible child or employee in a school or children's facility who has been exposed to a restrictable disease that is also a reportable disease for which an immunization is required under OAR

333-050-0050 must be excluded by the school administrator, unless the local health officer determines, in accordance with section (4) of this rule, that exclusion is not necessary to protect the public's health.

- (4) A school administrator may request that the local health officer determine whether an exclusion under section (3) of this rule is necessary. In making such a determination the local health officer may, in consultation as needed with the Authority, consider factors including but not limited to the following:
- (a) The severity of the disease;
  - (b) The means of transmission of the disease;
  - (c) The intensity of the child's or employee's exposure; and
  - (d) The exposed child's or employee's susceptibility to the disease, as indicated by:
    - (A) A previous occurrence of the disease;
    - (B) Vaccination records;
    - (C) Evidence of immunity as indicated by laboratory testing;
    - (D) Year of birth; or
    - (E) History of geographic residence and the prevalence of the disease in those areas.
- (5) The length of exclusion under section (3) of this rule is one incubation period following the child or employee's most recent exposure to the disease.
- (6) A susceptible child or employee may be excluded under this rule notwithstanding any claim of exemption under ORS 433.267(1).
- (7) Nothing in these rules prohibits a school or children's facility from adopting more stringent exclusion standards under ORS 433.284.
- (8) The infection control committee at all health care facilities shall adopt policies to restrict the work of employees with restrictable diseases in accordance with recognized principles of infection control. Nothing in these rules prohibits health care facilities or the local public health authority from adopting additional or more stringent rules for exclusion from these facilities.

**Statutory/Other Authority:** 624.005, ORS 413.042, 431.110, 433.004, 433.255, 433.260, 433.284, 433.329, 433.332 & 616.750

**Statutes/Other Implemented:** ORS 433.255, 433.260, 433.407, 433.411 & 433.419

**History:**

[PH 17-2020, amend filed 03/26/2020, effective 04/06/2020](#); [PH 21-2017, amend filed 12/21/2017, effective 01/01/2018](#); PH 24-2016, f. 8-8-16, cert. ef. 8-16-16; PH 10-2015, f. 7-2-15, cert. ef. 7-3-15; PH 1-2015(Temp), f. & cert. ef. 1-7-15 thru 7-5-15; PH 16-2013, f. 12-26-13, cert. ef. 1-1-14; PH 7-2011, f. & cert. ef. 8-19-11; PH 11-2005, f. 6-30-05, cert. ef. 7-5-05; OHD 4-2002, f. & cert. ef. 3-4-02; HD 15-1981, f. 8-13-81, ef. 8-15-81

*\*At time of writing COVID-19 is included per temporary rule ORS 333-019-0100, with anticipated*

*permanent inclusion.*

## Appendix II

### Communicable Disease Control Measures: Recommendations for School Attendance Restrictions and Reporting

Oregon Administrative Rules identify some communicable diseases as “reportable” or as “school restrictable.” Some communicable diseases may be in both categories.

“Reportable” diseases are to be reported to the local health department by the diagnosing health care practitioner. A school administrator may receive information from a parent or other source regarding a student’s possible diagnosis with a “reportable” disease. The school administrator should refer that information to the school nurse if available or to the county health department, with appropriate consent. The health department will provide directions regarding the student’s return to school and any action necessary to prevent the spread of disease to others.

“School-restrictable” diseases are communicable diseases for which the school administrator is required by Oregon law to exclude a child. When the administrator has reasonable cause to believe that the child has a school-restrictable disease, the child must be excluded until no longer infectious to others, as determined by the local public health authority, a licensed physician or school nurse, depending on the child’s illness or condition.

**After** a student has been diagnosed by a **licensed health care provider** as having a communicable disease, the information in pages 15–25 of this document will assist school administrators regarding student attendance and restrictions.

If a school nurse is not available, contact the local health department for reporting concerns or questions.

## Appendix III

### Communicable Disease Control Measures: Guidelines for Handling Body Fluids

The Oregon **Occupational Safety and Health Administration Bloodborne Pathogens standard Div. 2/Z (1910.1030)** outlines specific engineering and work practice controls employers must implement to eliminate or minimize employee occupational exposure to the blood and other potentially infectious materials of others. To comply with this regulation, districts must develop an exposure control plan as outlined in the standards.

#### Standard Precautions

“Standard Precautions” refer to a system of infectious disease control, which assumes the body fluids of all persons are infectious. Standard Precautions are designed to reduce the risk of transmission of all communicable diseases, whether a person exhibits symptoms of illness or not. Standard Precautions refer to the use of barriers or protective measures when dealing with the following:

- Blood;
- All body fluids, secretions and excretions, except sweat, regardless of whether they contain visible blood;
- Non-intact skin; and
- Mucous membranes

Strict adherence to Standard Precautions and the appropriate use of personal protective equipment will decrease the risk of infection from bloodborne microorganisms as well as the transmission of all communicable diseases.

Only employees who have been trained as described in the Oregon OSHA Bloodborne Pathogens rule should render first aid, offer assistance for ill or injured students, or be assigned other tasks that involve the potential risk of body fluid contact (e.g., feeding, diapering or delegated nursing tasks such as gastrostomy tube feedings or blood glucose monitoring). Other employees should be given information about avoidance measures. Peer tutors and volunteers in the school must also receive general information about avoidance measures and **cannot be assigned any task or offer assistance with tasks where there is expected contact with body fluids.**

## Appendix IV

### Communicable Disease Control Measures: Guidelines for Schools with Children Who Have Bloodborne Infections such as HIV, Hepatitis B and C

These guidelines were prepared as recommendations for school administrators developing policies and procedures for providing education safely to children infected with hepatitis B virus (HBV), hepatitis C virus (HCV) or Human Immunodeficiency Virus (HIV – the virus that causes the Acquired Immunodeficiency Syndrome [AIDS]).

#### I. Background

##### A. General

HBV and HIV cause serious illnesses and are spread from one person to another, primarily through blood, semen or vaginal fluids. HBV infections are much more common in Oregon school children than HIV infections. The risk of spread of either disease in the school setting is extremely low. Since the basic measures to reduce this low risk even further are similar for the two diseases, the guidelines for both are presented.

##### B. Hepatitis B

###### *The Illness*

Some persons infected with HBV develop no illness, but older children and adults are typically ill for several weeks and then recover completely. Symptoms include general malaise, abdominal discomfort, nausea and jaundice. Most persons are infectious for a few weeks or months. Occasionally, long-term complications may occur, including liver failure and cancer.

###### *Carriers*

About 5% to 10% of adults and 25% to 95% of infants infected with HBV will continue to harbor the virus in their blood for life (carriers). Carriers are infectious to other persons and may develop serious liver disease.

###### *Transmission*

HBV is not spread by ordinary social contact. Transmission occurs only when a body fluid such as blood, semen, vaginal fluids and, rarely, saliva from an infected person is introduced through broken skin, or onto the mucus membrane of the eye, mouth, vagina or rectum. HBV does not penetrate intact skin. Specifically, HBV can be spread from an infected person to an uninfected person by sexual contact, by needle sharing, by contact with infected blood or saliva through a cut in the skin or splash into the mouth or eye or from an infected woman to her child.

No significant risk of HBV transmission has been documented in the usual school setting. Any risk is limited to persons exposed to infected students who exhibit aggressive behaviors such as biting, scratching or spitting, and to persons who provide

first aid to students with injuries involving blood or body fluids.

### ***Vaccine***

An effective vaccine is available to protect against HBV infection; it is required for school attendance in Oregon. Hepatitis B vaccine is given in three doses over a six-month period. It is a safe vaccine. A sore arm occurs frequently at the injection site, but more serious side effects have not been documented. Since 1991, health authorities have recommended that all children be immunized against HBV as part of the usual childhood immunization schedule. Persons who could reasonably anticipate occupational exposures to blood or other body fluids, such as those who are designated to provide first aid to injured persons must be offered the hepatitis B vaccine and vaccination series in accordance with the OR- OSHA Bloodborne Pathogen standard.

### ***Specific Recommendations for Hepatitis B***

Standard precautions should always be followed.

Consult your school health expert/local health department/health care provider with questions.

See OR-OSHA Div. 2/Z (1910.1030(f)) Hepatitis B Vaccination and Post-Exposure Evaluation and Follow-up for guidelines that may affect your workplace.

#### ***1. Screening for HBV Carriers***

Hepatitis B is not a school-restricted disease under OAR 333-019-0010. Attempts to specifically identify carrier children are generally discouraged. The exceptions to this are the previously institutionalized individuals who are subject to frequent injuries, who have frequent visible bleeding from the gums or have aggressive or self-destructive behaviors (biting, scratching, etc.) that may lead to bleeding injuries. Such an individual should be referred to a health care provider who, with their consent, can determine whether the person is infected with HBV.

#### ***2. HBV Carriers***

If a student is an identified Hepatitis B carrier, the local health department should be consulted for individual special precautions to be incorporated into the educational program for that child. Such precautions may include restricting contacts with other students and assuring that the teaching staff is immunized when appropriate.

#### ***3. Immunizing Staff***

School staff members who provide direct personal care to students who lack control of their body secretions or who display behavior such as biting, spitting or scratching should be offered Hepatitis B vaccine and encouraged to consult with the health department and with their personal physician.

#### 4. ***Immunizing Parents or Residential Caretakers***

The parents or residential caretakers of students who are likely to have ongoing classroom or household contact with students who lack control of their body secretions or who display behavior such as biting, spitting or scratching should be offered Hepatitis B vaccine and encouraged to consult with their personal physician or health department for information about it.

#### C. **Hepatitis C Virus (HCV)**

Hepatitis C is a liver disease caused by the Hepatitis C Virus (HCV), which is found in the blood of persons who have this disease. The infection is spread by contact with the blood of an infected person. Almost four million Americans have been infected with the Hepatitis C Virus. Most people who get Hepatitis C carry the virus for the rest of their lives. Most of these people have some liver damage, but many do not feel sick. Hepatitis C may cause cirrhosis (scarring) of the liver and liver failure.

HCV is spread primarily by exposure to human blood. Risk factors may be:

- Injecting street drugs (even once or years ago).
- Receiving blood products before 1987.
- Receiving a blood transfusion or solid organ transplant (e.g. kidney, liver and heart) from an infected donor, especially prior to 1992.
- Long- term kidney dialysis.
- Health care workers who have frequent contact with blood in the work place, especially accidental needle sticks.
- Being born to a mother infected with Hepatitis C.
- Sex with a person infected with HCV.
- Living with someone who was infected with HCV and sharing items such as razors or toothbrushes that may have had blood on them.

There is no vaccine for Hepatitis C. Antiviral drugs given for 24–48 weeks can cure some people of chronic Hepatitis C.

#### D. **HIV/AIDS – Specific Recommendations**

##### **1. General Considerations**

Oregon school districts shall strive to protect the safety and health of children and youth in their care, as well as their families, school employees and the general public. Staff members shall cooperate with public health authorities to promote these goals.

##### **2. About HIV**

HIV can be spread by semen or vaginal fluids during sexual intercourse and by blood or blood products during transfusion or by using infected needles. Infected children most commonly acquire HIV from an infected mother before or during birth, or during breastfeeding. Children may also become infected as a result of sexual abuse.

Transmission may also occur if infected blood is introduced through broken skin or

onto the mucous membranes such as in the eyes or mouth. HIV may be present in very low concentrations in saliva and tears, feces and urine of infected persons, but such fluids have never been known to transmit the virus.

### **3. School Attendance**

A student with HIV infection has the same right to attend school and receive services as any other student and will be subject to the same rules and policies. HIV infection shall not factor into decisions concerning class assignments, privileges or participation in any school sponsored activity.

### **4. Placement**

School authorities will determine the educational placement of a student known to be infected with HIV on a case-by-case basis by following established policies and procedures for students with chronic health problems or students with disabilities. Decision makers must consult with the student's physician and parent or guardian; respect the student's and family's privacy rights; and reassess the placement if there is a change in the student's need for accommodations or services.

### **5. Legal/Privacy**

Under Oregon law, cases of HIV infection in children and adults of any age must be confidentially reported to the local health department by the health care provider. When a case of HIV infection in a child is reported, the HIV Program in Oregon State Public Health or the local health department contacts the physician or parent(s) or guardian(s) to collect public health related information on the case, provide information on disease transmission and ensure that the patient and the family are aware of available health services.

Students or staff members are not required to disclose HIV infection status to anyone in the education system. Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member.

Violation of medical privacy is cause for disciplinary action, criminal prosecution and/or personal liability for a civil suit. No information regarding a person's HIV status shall be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person with HIV infection (or the parent or guardian of a legal minor). The written consent must specify the name of the recipient of the information and the purpose for disclosure.

All health records, notes and other documents that reference a person's HIV status will be kept under lock and key. Access to these confidential records is limited to those named in written permission from the person (or parent or guardian) and to emergency medical personnel. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent.

### **6. Infection Control**

All school employees shall consistently follow infection control guidelines in all settings and at all times, including playgrounds and school buses. Schools shall follow standard precautions promulgated by the U.S. Occupational Safety and Health Administration for the prevention of bloodborne infections (CFR 1910.1030) and adopted by reference in Oregon Revised Statute (ORS 437, Division 2). (See also page 5 and Appendix 1 of this document). Equipment and supplies needed to comply with the infection control guidelines will be maintained and kept reasonably accessible. School district designees shall implement the precautions and investigate, correct, and report on instances of failure to comply.

#### **7. HIV and Athletics**

The privilege of participating in physical education classes, athletic programs, competitive sports and recess is not conditional on a person's HIV status. School authorities will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.

All employees must consistently adhere to infection control guidelines in locker rooms and all play and athletic settings. Rulebooks will reflect these guidelines. First aid kits must be on hand at every athletic event.

#### **8. Employee Education and Training**

School personnel and the general public should receive education about bloodborne infections and standard precautions regularly. The Oregon Health Authority Public Health Division, local health departments, Oregon Department of Education, education service districts and local school districts should cooperate to deliver this education.

All school staff members including teachers, instructional assistants, support staff, administrators, custodians, bus drivers and secretaries should be fully informed of these recommendations and basic prevention measures including personal hygiene and immunizations as part of annual in-service training.

### **E. Human Immunodeficiency Virus (HIV) Infection**

HIV infection results in a broad range of clinical illness ranging from no symptoms to the life-threatening condition of AIDS. Most, if not all, people infected with HIV will eventually become ill, sometimes months, but usually years after they become infected. HIV infection causes failure of a person's immune system and, as a result, that person is prone to many infections that others would normally fight off.

#### ***Carriers***

Persons who become infected with HIV continue to carry the virus in their blood and are infectious for the rest of their lives.

### ***Transmission***

HIV is not spread from one person to another by casual contact. HIV is more fragile than the HBV. Consequently, the risk of transmission is very low in school situations. HIV can be spread by semen or vaginal fluids during sexual intercourse and by blood or blood products during transfusion or by sharing injection needles. Children may acquire HIV from their infected mothers before or during birth or during breastfeeding. Transmission may also occur if infected blood is introduced through broken skin or onto the mucous membranes such as in the eyes or mouth. HIV may be present in very low concentrations in the saliva, tears, feces and urine of infected persons, but such fluids have never been known to transmit the virus.

If any risk of spread in the school setting exists, it is limited to situations where an uninfected person is exposed to blood from an infected person through open skin lesions, mucous membranes or needle sharing.

### **F. Legal Issues**

Among the legal issues to be considered in forming policies for the education of children with bloodborne infections are confidentiality, the responsibility of the school district to provide a safe and healthy environment for students and employees, the civil rights aspect of public school attendance and protection for children with disabilities. Oregon law requires health care providers to report any person diagnosed with hepatitis B, hepatitis C or HIV infection to the local health department ([Oregon County Department Directory](#)).

### **G. Confidentiality Issues**

School personnel, parents and others involved in the education of children with HBV or HIV infections should be aware of the laws regarding student confidentiality and potential for social isolation should the child's condition become known to others. Information from student educational records is confidential and cannot be released without written parental consent. Local school board hearings on matters pertaining to or examination of confidential medical records of a student must be held in executive session, and the name of the student, the issue, the board members' discussion and their decision cannot be made public. Results of an HIV antibody test and the identity of a person receiving the test are confidential and may not be released without specific written consent from the child's parent(s) or guardian(s). No person in Oregon may be tested for HIV without his/her informed consent or, in the case of a child, the consent of the child's parents(s) or legal guardian(s).

## **II. Recommendations**

### **B. General**

#### **1. Education**

School personnel and the general public should receive intensive education about bloodborne infections on a regular basis. This education should emphasize

information about how the infections are spread and how they are not spread. It should be done before problems arise in individual schools. The Oregon Public Health Division, local health departments, Oregon Department of Education, education service districts and local school districts should cooperate to deliver this education.

## **2. *Training***

All school staff members, including teachers, instructional assistants, support staff, administrators, custodians, bus drivers and secretaries should be fully informed of these recommendations and basic prevention measures including personal hygiene and immunizations as part of annual in-service training. Adopted procedures should be carried out in all school situations.

## **3. *Standard Precautions***

Because of the risk of bloodborne transmission from infected persons, and because most infected students will not be identifiable, standard precautions should be observed by persons in all situations involving exposure to blood, body fluids or excrement.

Routine care involving exposure to all children's body fluids and excrement, such as feeding and diaper changing, should be performed by persons who are aware of the modes of possible disease transmission.

In any setting, good hand washing after exposure to blood and body fluids and before

caring for another child should be observed and gloves should be worn.

Any open lesions on the caregiver's hands should be covered. These precautions must be used for all children, not just those known or suspected to be infected:

- 1) Wear disposable gloves when providing first aid for bleeding injuries.
- 2) Wash your hands immediately after completing the first aid with soap and running water for at least 20 seconds  
(<http://www.cdc.gov/Features/HandWashing/>).
- 3) Avoid skin, mouth or eye contact with the blood from an injured child. If such an exposure occurs, wash skin with soap and water and rinse eyes or mouth thoroughly with water.
- 4) Clean up any spilled blood with absorbent material and clean with soap and water, followed by disinfectant for 10 minutes. Use germicidal products with an EPA number or a freshly made solution of 1 part bleach to 9 parts water.
- 5) Blood-contaminated items such as gloves, bandages and paper towels should be disposed of properly. Please consult your district policy for proper disposal of these items.
- 6) Report the first aid situation to your supervisor.

#### **4. Additional Precautions**

The following additional precautions should be applied in all school settings. These procedures will help prevent transmission of many infections in addition to bloodborne infections. These include:

- 1.) A sink with soap, hot and cold running water and disposable towels should be available close to the classroom.
- 2.) Sharing of personal toilet articles, such as toothbrushes and razors should not be permitted.
- 3.) Skin lesions that may ooze blood or serum should be kept covered with a dressing.
- 4.) Exchange of saliva by kissing on the mouth, by sharing items that have been mouthed and by putting fingers in others' mouths should be discouraged.
- 5.) Environmental surfaces and toys that may be regularly contaminated by student's saliva or other body fluids should be washed with soap and water and disinfected daily, or anytime they are soiled. Changing tables should be cleaned and disinfected.

#### **5. Confidentiality**

Strict confidentiality should be maintained in accordance with state and federal laws and local school district policies. Knowledge of the child's condition should be shared with others only if the school superintendent determines it is necessary to do so after receiving recommendations from the team. Written consent from the parents or

guardians of the AIDS-diagnosed or HIV-infected child is required before a child is identified by name to team members or to others. Oregon rules guide confidentiality, reporting and informed consent.

Provided by Oregon Department of Education in conjunction with the Oregon Health Authority, Public Health Division, and Oregon-OSHA.

Revised April 2020

If alternate format is needed or questions occur, please contact:

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**McNary Heights Elementary COVID-19 Management Plan**  
**School Year 2022-23**



## School/District/Program Information

District or Education Service District Name and ID: \_Umatilla School District #6R


2204\_\_\_\_\_

School or Program Name: \_\_ McNary Heights Elementary\_\_\_\_\_

Contact Name and Title: \_Heidi Sipe, Superintendent\_\_\_\_\_

Contact Phone: \_\_\_541-922-6500\_\_\_\_\_ Contact Email: \_\_\_sipeh@umatillasd.org\_\_\_\_\_

**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b>            Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">Communicable Disease Plan</a></p>
<p><b>Exclusion Measures</b>            Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p>See <a href="#">Communicable Disease Plan</a></p>
<p><b>Isolation Space</b>            Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs.  <a href="#">OAR 581-022-2220</a></p>	<p>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA.</p> <p>Students exhibiting symptoms shall be isolated in the health room.</p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p>All district staff submit COVID-19 vaccine information. Those requesting an exception to OAR 333-019-1030 need to submit this district form. Approval of the exception and the reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19 are issued by the district.</p>



## Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

**Emergency Plan or  
Emergency Operations Plan**  
[OAR 581-022-2225](#)

[Emergency Operations Plan](#)

**Additional documents  
reference here:**

[OSNA Covid Toolkit 2022-2023](#)



## SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

**Table 2.**

**Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> <li>• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Nicole Coyle, Principal <a href="mailto:coylen@umatillasd.org">coylen@umatillasd.org</a>	Tim Young, Vice Principal <a href="mailto:youngt@umatillasd.org">youngt@umatillasd.org</a>
School Safety Team Representative ( <i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i> )	<ul style="list-style-type: none"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Nicole Coyle, Principal <a href="mailto:coylen@umatillasd.org">coylen@umatillasd.org</a>	Tim Young, Vice Principal <a href="mailto:youngt@umatillasd.org">youngt@umatillasd.org</a>
Health Representative ( <i>health aid, administrator, school/district nurse, ESD support</i> )	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Trista Tovey, School Nurse, <a href="mailto:toveyt@umatillasd.org">toveyt@umatillasd.org</a>	Tamara Bow, School Nurse, <a href="mailto:bowt@umatillasd.org">bowt@umatillasd.org</a>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	Vincent Stefani, Maintenance Director, <a href="mailto:stefaniv@umatillasd.org">stefaniv@umatillasd.org</a>  Rikkilynn Starliper, Food Service Director, <a href="mailto:starliperr@umatillasd.org">starliperr@umatillasd.org</a>	
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> <li>Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	Elizabeth Burres, Communications Coordinator, <a href="mailto:burrese@umatillasd.org">burrese@umatillasd.org</a>	
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> <li>Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	Heidi Sipe, Superintendent, <a href="mailto:sipeh@umatillasd.org">sipeh@umatillasd.org</a>	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Heidi Sipe, Superintendent, <a href="mailto:sipeh@umatillasd.org">sipeh@umatillasd.org</a>	
Others as identified by team			



## Section 2. Equity and Mental Health

### Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

#### Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal

Consultation<sup>1</sup>, etc.)

- [Behind the Motto](#)
- [Umatilla School District Equity Lens](#)



**Suggested Resources:**

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

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<sup>1</sup> Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

**Table 3.**

**Centering Equity**


OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>To determine student needs, we utilize a number of resources. We identify student risk levels (academic, attendance, behavior) through Bright Bytes and meet monthly to assign interventions and support students. We also utilize MAPS testing three times per year to determine student academic achievement and growth in Reading, Language Usage and Math. Interventions for students include social, academic, behavioral and family support.</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p>	<p>Data teams are empowered to assign interventions and provide supports for students. These teams meet monthly to assign, monitor and change plans of support for students. A sample agenda showing this process is available <a href="#">here</a>.</p>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>Data team leads receive annual training and support their teams. They are also supported in ongoing training by instructional coaches and administrators.</p>

**Mental Health Supports**

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

- [Umatilla Comprehensive Guidance and Counseling Framework](#)
- [Umatilla Suicide Prevention Plan](#)

	<p><b>Suggested Resources:</b></p> <ol style="list-style-type: none"> <li>1. ODE <a href="#">Mental Health Toolkit</a></li> <li>2. <a href="#">Care and Connection</a> Program</li> <li>3. Statewide <a href="#">interactive map of Care and Connection examples</a></li> <li>4. <a href="#">Care and Connection District Examples</a></li> <li>5. Oregon Health Authority <a href="#">Youth Suicide Prevention</a></li> </ol>
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**Table 4. Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will devote time for students and staff to connect and build relationships.</p>	<p>District-wide K-12 focuses on care and connection during Back-to-School events and during the first weeks of the school year. Community partners are also engaged in this work.</p> <p>Class meetings are expected weekly in each homeroom (K-5) and advisory (6-12). During this time, staff and students follow the Sound Discipline process for class meetings where students and staff explore class concerns, work to support each other and develop shared norms to build healthy and safe school environments.</p>

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	This work is done at the class level through class meetings. It's supported at the individual level by school counselors.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>Culturally relevant health and mental health services and supports are identified in the following protocols:</p> <ul style="list-style-type: none"> <li>● Mental health support through contracted counselors available at every K-12 school.</li> <li>● Counselors available at all schools K-12.</li> <li>● Behavior support room at elementary school.</li> <li>● K-12 professional development on Trauma-Informed practices.</li> </ul>
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<p>Student voice is essential to the class meeting process.</p> <p>Additionally, the Student Advisory Group at the high school level advises both the superintendent and school board.</p>



### Section 3. COVID-19 Outbreak Prevention, Response & Recovery: Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



#### Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
  - Symptom-Based Exclusion Guidelines (pages 8-12)
  - Transmission Routes (pages 29-32)
  - Prevention or Mitigation Measures (pages 5-6)
  - School Attendance Restrictions and Reporting (page 33)
3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

**Table 5.**

**COVID-19 Mitigating Measures**

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>The school works with our health partner, Family Health Associates, to offer COVID vaccination to all students. In addition, we frequently host community vaccination events in conjunction with various partners.</p>
Face Coverings	<p>Face coverings are optional; however, the district will encourage them during times of high transmission.</p> <p>Expectations for support for students and staff wearing masks is supported by posters across the school and district showing this graphic. <a href="#">English</a> <a href="#">Spanish</a></p>
Isolation	<p>Students exhibiting symptoms will be isolated using procedures outlined in the Communicable Disease Plan.</p>
Symptom Screening	<p>The district provides communication with families and staff regularly about information of communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student home.</p>
COVID-19 Testing	<p><i>OHA offers both <a href="#">diagnostic and screening testing programs</a> to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>COVID diagnostic testing is provided for both students and staff on-site, free of charge.</p>
Airflow and Circulation	<p>Our HVAC systems have been set to the recommendations set by the manufacturers to help us with increasing the amount of fresh outside air that is introduced into the system.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	Each classroom has a medical grade HEPA filtration unit with a MERV 16 filter in use during school hours.
Cohorting	Student seating charts are tracked in each classroom with students in the same seating charts as much as possible.
Physical Distancing	Signage and reminders are provided to encourage at least 3' of physical distance between students when possible.
Hand Washing	All people on campus are encouraged to frequently wash their hands or use hand sanitizer. Staff remind students of handwashing with signage and regular verbal reminders from staff of the critical nature of hand hygiene.
Cleaning and Disinfection	<p>Staff provide daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner.</p> <p>All restrooms disinfected regularly.</p> <p>During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area.</p>
Training and Public Health Education	The school has a communication protocol that includes informing families and staff of COVID-19 cases within the school community. These communications are meant to provide clarity and supporting

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</b>
	materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.

**Table 6. COVID-19 Mitigating Measures**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? <i>*Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i>
COVID-19 Vaccination	During periods of high transmission, the district collaborates with the LPHA and OHA in the establishment of vaccine clinics at any school sites requested by the health authority or community partners. The district will ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.
Face Coverings	<i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i>  During periods of high transmission, the district in collaboration with the LPHA may strongly recommend universal indoor masking at the direction of the superintendent. Masking is required if a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*</b> : describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? <i>*Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i>
Isolation	Staff are trained in isolation room protocols, quarantine protocols, and wearing of PPE. Isolation is used when necessary as per the communicable disease plan.
Symptom Screening	When case counts are high, the district will continue communication to families and staff regarding the importance of at-home symptom screening and staying home when sick to lower the risk of spreading infectious disease.
Airflow and Circulation	During times of high case count, the classroom MERV 16 air filters will be left on 24 hours per day instead of only during school hours.
Cohorting <sup>2</sup>	<p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol> <p>During times of high case count, additional spacing and classroom seating chart monitoring will be utilized to minimize cross-cohort contamination.</p>

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<sup>2</sup> Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Physical Distancing	During periods of high transmission the district will encourage students and staff to maintain at least 3 feet to the greatest extent possible.
Hand Washing	Handwashing procedures (education, reminders, access to handwashing) will be supplemented with increased access to hand sanitizer in each classroom and shared space.
Cleaning and Disinfection	During times of high transmission, classrooms will be cleaned and sanitized each day with high touch areas being cleaned and sanitized multiple times per day.
Training and Public Health Education	The school will establish plans in collaboration with Local Public Health Authorities (LPHA) for communicating health and safety protocols to students, families and to our diverse communities within the district.

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>During periods of medium transmission districts collaborate with the LPHA and OHA in the establishment of vaccine clinics at school sites or community partners.</p> <p>This collaboration decreases as case counts lower and increases as case counts rise. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</p>
<p>Face Coverings</p>	<p>Continued signage and supports for masking across the school facility along with reminders of respect for masking choices.</p>
<p>Isolation</p>	<p>The school will utilize the isolation protocols as outlined in the communicable disease plan.</p>
<p>Symptom Screening</p>	<p>As cases decrease, the school will continue to emphasize only coming to school or work healthy and reminding staff and families of the importance of staying home when sick can lower the risk of spreading infectious diseases.</p>
<p>COVID-19 Testing</p>	<p>The school will continue to offer free COVID-19 testing on site.</p>
	<p>The school will continue to utilize the MERV 16 filters during school hours only.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Airflow and Circulation	
Cohorting	Student seat charts will continue to be used.
Physical Distancing	Signage and reminders of the importance of 3' or more of distance will continue to be in use.
Hand Washing	Access to handwashing, with instructions and reminders for students, will be used.
Cleaning and Disinfection	Classroom spaces will be cleaned daily with sanitation during classrooms or shared spaces with high transmission.
Training and Public Health Education	The school will communicate to the return of baseline activities to families. The communication will include specific health and safety protocols in place at the school.

## PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

[Link](#) where this plan is available for public viewing.

Date Last Updated: **8/6/2022**

Date Last Practiced: **8/6/2022**

# Clara Brownell Middle School COVID-19 Management Plan

School Year 2022-23





## School/District/Program Information

District or Education Service District Name and ID: \_Umatilla School District #6R


2204 \_\_\_\_\_

School or Program Name: \_\_Clara Brownell Middle School\_\_\_\_\_

Contact Name and Title: \_Heidi Sipe, Superintendent\_\_\_\_\_

Contact Phone: \_\_\_541-922-6500\_\_\_\_\_ Contact Email: \_\_\_sipeh@umatillasd.org\_\_\_\_\_

**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b>            Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">Communicable Disease Plan</a></p>
<p><b>Exclusion Measures</b>            Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p>See <a href="#">Communicable Disease Plan</a></p>
<p><b>Isolation Space</b>            Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs.  <a href="#">OAR 581-022-2220</a></p>	<p>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA.</p> <p>Students exhibiting symptoms shall be isolated in the health room.</p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p>All district staff submit COVID-19 vaccine information. Those requesting an exception to OAR 333-019-1030 need to submit this district form. Approval of the exception and the reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19 are issued by the district.</p>



## Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

**Emergency Plan or  
Emergency Operations Plan**  
[OAR 581-022-2225](#)

[Emergency Operations Plan](#)

**Additional documents  
reference here:**

[OSNA Covid Toolkit 2022-2023](#)



## SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

**Table 2.**

**Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> <li>• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Rick Cotterell, Principal <a href="mailto:cotterellr@umatillasd.org">cotterellr@umatillasd.org</a>	Anthony Brown, Dean of Students, <a href="mailto:browna@umatillasd.org">browna@umatillasd.org</a>
School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i>	<ul style="list-style-type: none"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Rick Cotterell, Principal, <a href="mailto:cotterellr@umatillasd.org">cotterellr@umatillasd.org</a>	Anthony Brown, Dean of Students, <a href="mailto:browna@umatillasd.org">browna@umatillasd.org</a>
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<p>School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	<p>Vincent Stefani, Maintenance Director, <a href="mailto:stefaniv@umatillasd.org">stefaniv@umatillasd.org</a></p> <p>Rikkilynn Starliper, Food Service Director, <a href="mailto:starliperr@umatillasd.org">starliperr@umatillasd.org</a></p>	
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<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<ul style="list-style-type: none"> <li>Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	<p>Heidi Sipe, Superintendent, <a href="mailto:sipeh@umatillasd.org">sipeh@umatillasd.org</a></p>	

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Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Heidi Sipe, Superintendent, <a href="mailto:sipeh@umatillasd.org">sipeh@umatillasd.org</a>	
Others as identified by team			



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**Suggested Resources:**

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**Centering Equity**


OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>To determine student needs, we utilize a number of resources. We identify student risk levels (academic, attendance, behavior) through Bright Bytes and meet monthly to assign interventions and support students. We also utilize MAPS testing three times per year to determine student academic achievement and growth in Reading, Language Usage and Math. Interventions for students include social, academic, behavioral and family support.</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p>	<p>Data teams are empowered to assign interventions and provide supports for students. These teams meet monthly to assign, monitor and change plans of support for students. A sample agenda showing this process is available <a href="#">here</a>.</p>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>Data team leads receive annual training and support their teams. They are also supported in ongoing training by instructional coaches and administrators.</p>

**Mental Health Supports**

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

- [Umatilla Comprehensive Guidance and Counseling Framework](#)
- [Umatilla Suicide Prevention Plan](#)

	<p><b>Suggested Resources:</b></p> <ol style="list-style-type: none"> <li>1. ODE <a href="#">Mental Health Toolkit</a></li> <li>2. <a href="#">Care and Connection</a> Program</li> <li>3. Statewide <a href="#">interactive map of Care and Connection examples</a></li> <li>4. <a href="#">Care and Connection District Examples</a></li> <li>5. Oregon Health Authority <a href="#">Youth Suicide Prevention</a></li> </ol>
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**Table 4. Mental Health Supports**

OHA/ODE Recommendation(s)	Response:
Describe how you will devote time for students and staff to connect and build relationships.	<p>District-wide K-12 focuses on care and connection during Back-to-School events and during the first weeks of the school year. Community partners are also engaged in this work.</p> <p>Class meetings are expected weekly in each homeroom (K-5) and advisory (6-12). During this time, staff and students follow the Sound Discipline process for class meetings where students and staff explore class concerns, work to support each other and develop shared norms to build healthy and safe school environments.</p>

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	This work is done at the class level through class meetings. It's supported at the individual level by school counselors.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>Culturally relevant health and mental health services and supports are identified in the following protocols:</p> <ul style="list-style-type: none"> <li>● Mental health support through contracted counselors available at every K-12 school.</li> <li>● Counselors available at all schools K-12.</li> <li>● Behavior support room at elementary school.</li> <li>● K-12 professional development on Trauma-Informed practices.</li> </ul>
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<p>Student voice is essential to the class meeting process.</p> <p>Additionally, the Student Advisory Group at the high school level advises both the superintendent and school board.</p>



## Section 3. COVID-19 Outbreak Prevention, Response & Recovery: Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing COVID-19 transmission within the school environment for students, staff, and community members. COVID-19 will continue to circulate in our communities and our schools for the indefinite future. Schools will utilize different mitigation measures based on COVID-19 transmission within their facilities and communities. In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased COVID-19 transmission, and as they roll back the increased mitigating measures, incorporating lessons learned.



### Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
  - Symptom-Based Exclusion Guidelines (pages 8-12)
  - Transmission Routes (pages 29-32)
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3. [COVID-19 Investigative Guidelines](#)
4. [Planning for COVID-19 Scenarios in School](#)
5. [CDC COVID-19 Community Levels](#)
6. [Supports for Continuity of Services](#)

**Table 5.**

**COVID-19 Mitigating Measures**

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
COVID-19 Vaccination	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community.</i></p> <p>The school works with our health partner, Family Health Associates, to offer COVID vaccination to all students. In addition, we frequently host community vaccination events in conjunction with various partners.</p>
Face Coverings	<p>Face coverings are optional; however, the district will encourage them during times of high transmission.</p> <p>Expectations for support for students and staff wearing masks is supported by posters across the school and district showing this graphic. <a href="#">English</a> <a href="#">Spanish</a></p>
Isolation	<p>Students exhibiting symptoms will be isolated using procedures outlined in the Communicable Disease Plan.</p>
Symptom Screening	<p>The district provides communication with families and staff regularly about information of communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student home.</p>
COVID-19 Testing	<p><i>OHA offers both <a href="#">diagnostic and screening testing programs</a> to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>COVID diagnostic testing is provided for both students and staff on-site, free of charge.</p>
Airflow and Circulation	<p>Our HVAC systems have been set to the recommendations set by the manufacturers to help us with increasing the amount of fresh outside air that is introduced into the system.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	Each classroom has a medical grade HEPA filtration unit with a MERV 16 filter in use during school hours.
Cohorting	Student seating charts are tracked in each classroom with students in the same seating charts as much as possible.
Physical Distancing	Signage and reminders are provided to encourage at least 3' of physical distance between students when possible.
Hand Washing	All people on campus are encouraged to frequently wash their hands or use hand sanitizer. Staff remind students of handwashing with signage and regular verbal reminders from staff of the critical nature of hand hygiene.
Cleaning and Disinfection	<p>Staff provide daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner.</p> <p>All restrooms disinfected regularly.</p> <p>During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area.</p>
Training and Public Health Education	The school has a communication protocol that includes informing families and staff of COVID-19 cases within the school community. These communications are meant to provide clarity and supporting

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</b>
	materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.

**Table 6. COVID-19 Mitigating Measures**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? <i>*Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i>
COVID-19 Vaccination	During periods of high transmission, the district collaborates with the LPHA and OHA in the establishment of vaccine clinics at any school sites requested by the health authority or community partners. The district will ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.
Face Coverings	<i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i>  During periods of high transmission, the district in collaboration with the LPHA may strongly recommend universal indoor masking at the direction of the superintendent. Masking is required if a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*</b> : describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? <i>*Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i>
Isolation	Staff are trained in isolation room protocols, quarantine protocols, and wearing of PPE. Isolation is used when necessary as per the communicable disease plan.
Symptom Screening	When case counts are high, the district will continue communication to families and staff regarding the importance of at-home symptom screening and staying home when sick to lower the risk of spreading infectious disease.
Airflow and Circulation	During times of high case count, the classroom MERV 16 air filters will be left on 24 hours per day instead of only during school hours.
Cohorting <sup>2</sup>	<p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol> <p>During times of high case count, additional spacing and classroom seating chart monitoring will be utilized to minimize cross-cohort contamination.</p>

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<sup>2</sup> Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Physical Distancing	During periods of high transmission the district will encourage students and staff to maintain at least 3 feet to the greatest extent possible.
Hand Washing	Handwashing procedures (education, reminders, access to handwashing) will be supplemented with increased access to hand sanitizer in each classroom and shared space.
Cleaning and Disinfection	During times of high transmission, classrooms will be cleaned and sanitized each day with high touch areas being cleaned and sanitized multiple times per day.
Training and Public Health Education	The school will establish plans in collaboration with Local Public Health Authorities (LPHA) for communicating health and safety protocols to students, families and to our diverse communities within the district.

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>During periods of medium transmission districts collaborate with the LPHA and OHA in the establishment of vaccine clinics at school sites or community partners.</p> <p>This collaboration decreases as case counts lower and increases as case counts rise. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</p>
<p>Face Coverings</p>	<p>Continued signage and supports for masking across the school facility along with reminders of respect for masking choices.</p>
<p>Isolation</p>	<p>The school will utilize the isolation protocols as outlined in the communicable disease plan.</p>
<p>Symptom Screening</p>	<p>As cases decrease, the school will continue to emphasize only coming to school or work healthy and reminding staff and families of the importance of staying home when sick can lower the risk of spreading infectious diseases.</p>
<p>COVID-19 Testing</p>	<p>The school will continue to offer free COVID-19 testing on site.</p>
	<p>The school will continue to utilize the MERV 16 filters during school hours only.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Airflow and Circulation	
Cohorting	Student seat charts will continue to be used.
Physical Distancing	Signage and reminders of the importance of 3' or more of distance will continue to be in use.
Hand Washing	Access to handwashing, with instructions and reminders for students, will be used.
Cleaning and Disinfection	Classroom spaces will be cleaned daily with sanitation during classrooms or shared spaces with high transmission.
Training and Public Health Education	The school will communicate to the return of baseline activities to families. The communication will include specific health and safety protocols in place at the school.

## PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

[Link](#) where this plan is available for public viewing.

Date Last Updated: **8/6/2022**

Date Last Practiced: **8/6/2022**

**Umatilla High School COVID-19 Management Plan**  
**School Year 2022-23**





## School/District/Program Information

District or Education Service District Name and ID: \_Umatilla School District #6R


2204\_\_\_\_\_

School or Program Name: \_\_Umatilla High School\_\_\_\_\_

Contact Name and Title: \_Heidi Sipe, Superintendent\_\_\_\_\_

Contact Phone: \_\_\_541-922-6500\_\_\_\_\_ Contact Email: \_\_\_sipeh@umatillasd.org\_\_\_\_\_

**Table 1.**

	<p><b>Policies, protocols, procedures and plans already in place</b>            Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p><b>School District Communicable Disease Management Plan</b>  <a href="#">OAR 581-022-2220</a></p>	<p><a href="#">Communicable Disease Plan</a></p>
<p><b>Exclusion Measures</b>            Exclusion of students and staff who are diagnosed with certain communicable diseases  <a href="#">OAR 333-019-0010</a></p>	<p>See <a href="#">Communicable Disease Plan</a></p>
<p><b>Isolation Space</b>            Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs.  <a href="#">OAR 581-022-2220</a></p>	<p>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA.</p> <p>Students exhibiting symptoms shall be isolated in the health room.</p>
<p><b>Educator Vaccination</b>  <a href="#">OAR 333-019-1030</a></p>	<p>All district staff submit COVID-19 vaccine information. Those requesting an exception to OAR 333-019-1030 need to submit this district form. Approval of the exception and the reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19 are issued by the district.</p>



## Policies, protocols, procedures and plans already in place

Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.

**Emergency Plan or  
Emergency Operations Plan**  
[OAR 581-022-2225](#)

[Emergency Operations Plan](#)

**Additional documents  
reference here:**

[OSNA Covid Toolkit 2022-2023](#)



## SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

**Table 2.**

**Roles and Responsibilities**

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> <li>• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.</li> <li>• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.</li> <li>• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.</li> </ul>	Bob Lorence, Principal, <a href="mailto:lorenceb@umatillasd.org">lorenceb@umatillasd.org</a>	April Dirksen, Vice Principal, <a href="mailto:dirksena@umatillasd.org">dirksena@umatillasd.org</a>
School Safety Team Representative <i>(or staff member knowledgeable about risks within a school, emergency response, or operations planning)</i>	<ul style="list-style-type: none"> <li>• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.</li> <li>• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.</li> </ul>	Bob Lorence, Principal, <a href="mailto:lorenceb@umatillasd.org">lorenceb@umatillasd.org</a>	April Dirksen, Vice Principal, <a href="mailto:dirksena@umatillasd.org">dirksena@umatillasd.org</a>
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<ul style="list-style-type: none"> <li>• Supports building lead/administrator in determining the level and type of response that is necessary.</li> <li>• Reports to the LPHA any cluster of illness among staff or students.</li> <li>• Provides requested logs and information to the LPHA in a timely manner.</li> </ul>	Trista Tovey, School Nurse, <a href="mailto:toveyt@umatillasd.org">toveyt@umatillasd.org</a>	Tamara Bow, School Nurse, <a href="mailto:bowt@umatillasd.org">bowt@umatillasd.org</a>

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
<p>School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i></p>	<ul style="list-style-type: none"> <li>Advises on prevention/response procedures that are required to maintain student services.</li> </ul>	<p>Vincent Stefani, Maintenance Director, <a href="mailto:stefaniv@umatillasd.org">stefaniv@umatillasd.org</a></p> <p>Rikkilynn Starliper, Food Service Director, <a href="mailto:starliperr@umatillasd.org">starliperr@umatillasd.org</a></p>	
<p>Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i></p>	<ul style="list-style-type: none"> <li>Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health.</li> <li>Shares communications in all languages relevant to school community.</li> </ul>	<p>Elizabeth Burres, Communications Coordinator, <a href="mailto:burrese@umatillasd.org">burrese@umatillasd.org</a></p>	
<p>District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i></p>	<ul style="list-style-type: none"> <li>Has responsibility over COVID-19 response during periods of high transmission. May act as school level support to Building lead/Administrator activating a scaled response.</li> <li>Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers.</li> </ul>	<p>Heidi Sipe, Superintendent, <a href="mailto:sipeh@umatillasd.org">sipeh@umatillasd.org</a></p>	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> <li>Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response.</li> <li>Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners.</li> </ul>	Heidi Sipe, Superintendent, <a href="mailto:sipeh@umatillasd.org">sipeh@umatillasd.org</a>	
Others as identified by team			



## Section 2. Equity and Mental Health

### Preparing a plan that centers equity and supports mental health

Preparing a school to manage COVID-19 requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for COVID-19 management while centering an equitable and caring response.

#### Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of COVID-19 (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal

Consultation<sup>1</sup>, etc.)

- [Behind the Motto](#)
- [Umatilla School District Equity Lens](#)



**Suggested Resources:**

1. [Equity Decision Tools](#) for School Leaders
2. [Oregon Data for Decisions Guide](#)
3. [Oregon's COVID-19 Data Dashboards](#) by Oregon Health Authority COVID-19
4. [Data for Decisions Dashboard](#)
5. [Community Engagement Toolkit](#)
6. [Tribal Consultation Toolkit](#)

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<sup>1</sup> Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

**Table 3.****Centering Equity**


OHA/ODE Recommendation(s)	Response:
<p>Describe how you identify those in your school setting that are disproportionately impacted by COVID-19 and which students and families may need differentiated or additional support.</p>	<p>To determine student needs, we utilize a number of resources. We identify student risk levels (academic, attendance, behavior) through Bright Bytes and meet monthly to assign interventions and support students. We also utilize MAPS testing three times per year to determine student academic achievement and growth in Reading, Language Usage and Math. Interventions for students include social, academic, behavioral and family support.</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to COVID-19.</p>	<p>Data teams are empowered to assign interventions and provide supports for students. These teams meet monthly to assign, monitor and change plans of support for students. A sample agenda showing this process is available <a href="#">here</a>.</p>
<p>What support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>Data team leads receive annual training and support their teams. They are also supported in ongoing training by instructional coaches and administrators.</p>

**Mental Health Supports**

Schools are encouraged to continue to prioritize cultivating care, connection, and community to support the mental, emotional, and social health and well-being of students, families, staff, and administrators.

Identify existing district or school plans and tools that can be utilized in supporting student and staff wellbeing and mental health during prevention, response, and recovery from incidents of COVID-19 (e.g., counseling services; partnerships with community mental and behavioral health providers; school district suicide prevention, intervention, and postvention plan; School Based Health Center resources; tribal resources, etc.)

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	<p><b>Suggested Resources:</b></p> <ol style="list-style-type: none"> <li>1. ODE <a href="#">Mental Health Toolkit</a></li> <li>2. <a href="#">Care and Connection</a> Program</li> <li>3. Statewide <a href="#">interactive map of Care and Connection examples</a></li> <li>4. <a href="#">Care and Connection District Examples</a></li> <li>5. Oregon Health Authority <a href="#">Youth Suicide Prevention</a></li> </ol>
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**Table 4. Mental Health Supports**

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OHA/ODE Recommendation(s)	Response:
Describe how you will ensure class time, and individual time if needed, for creative opportunities that allow students and staff to explore and process their experiences.	This work is done at the class level through class meetings. It's supported at the individual level by school counselors.
Describe how you will link staff, students and families with culturally relevant health and mental health services and supports.	<p>Culturally relevant health and mental health services and supports are identified in the following protocols:</p> <ul style="list-style-type: none"> <li>● Mental health support through contracted counselors available at every K-12 school.</li> <li>● Counselors available at all schools K-12.</li> <li>● Behavior support room at elementary school.</li> <li>● K-12 professional development on Trauma-Informed practices.</li> </ul>
Describe how you will foster peer/student lead initiatives on wellbeing and mental health.	<p>Student voice is essential to the class meeting process.</p> <p>Additionally, the Student Advisory Group at the high school level advises both the superintendent and school board.</p>



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**Table 5.**

**COVID-19 Mitigating Measures**

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
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Face Coverings	<p>Face coverings are optional; however, the district will encourage them during times of high transmission.</p> <p>Expectations for support for students and staff wearing masks is supported by posters across the school and district showing this graphic. <a href="#">English</a> <a href="#">Spanish</a></p>
Isolation	<p>Students exhibiting symptoms will be isolated using procedures outlined in the Communicable Disease Plan.</p>
Symptom Screening	<p>The district provides communication with families and staff regularly about information of communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student home.</p>
COVID-19 Testing	<p><i>OHA offers both <a href="#">diagnostic and screening testing programs</a> to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i></p> <p>COVID diagnostic testing is provided for both students and staff on-site, free of charge.</p>
Airflow and Circulation	<p>Our HVAC systems have been set to the recommendations set by the manufacturers to help us with increasing the amount of fresh outside air that is introduced into the system.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	Each classroom has a medical grade HEPA filtration unit with a MERV 16 filter in use during school hours.
Cohorting	Student seating charts are tracked in each classroom with students in the same seating charts as much as possible.
Physical Distancing	Signage and reminders are provided to encourage at least 3' of physical distance between students when possible.
Hand Washing	All people on campus are encouraged to frequently wash their hands or use hand sanitizer. Staff remind students of handwashing with signage and regular verbal reminders from staff of the critical nature of hand hygiene.
Cleaning and Disinfection	<p>Staff provide daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner.</p> <p>All restrooms disinfected regularly.</p> <p>During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area.</p>
Training and Public Health Education	The school has a communication protocol that includes informing families and staff of COVID-19 cases within the school community. These communications are meant to provide clarity and supporting

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</b>
	materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.

**Table 6. COVID-19 Mitigating Measures**

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? <i>*Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a>. Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).</i>
COVID-19 Vaccination	During periods of high transmission, the district collaborates with the LPHA and OHA in the establishment of vaccine clinics at any school sites requested by the health authority or community partners. The district will ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.
Face Coverings	<i>CDC, OHA, and ODE recommend universal use of face coverings during periods of high transmission. Please include whether your school will implement this critical recommendation.</i>  During periods of high transmission, the district in collaboration with the LPHA may strongly recommend universal indoor masking at the direction of the superintendent. Masking is required if a student’s IEP or 504 plan indicates a service that requires close contact (3ft) of a staff member, and that student cannot wear a face-covering due to the nature of the disability, the staff member must wear a face covering while performing that service.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*</b> : describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Isolation	Staff are trained in isolation room protocols, quarantine protocols, and wearing of PPE. Isolation is used when necessary as per the communicable disease plan.
Symptom Screening	When case counts are high, the district will continue communication to families and staff regarding the importance of at-home symptom screening and staying home when sick to lower the risk of spreading infectious disease.
Airflow and Circulation	During times of high case count, the classroom MERV 16 air filters will be left on 24 hours per day instead of only during school hours.
Cohorting <sup>2</sup>	<p><i>Schools should notify their LPHA about unusual respiratory disease activity if the following absence thresholds are met and at least some students are known to have influenza or COVID-like symptoms:</i></p> <ol style="list-style-type: none"> <li><i>1. At the school level: ≥ 30% absenteeism, with at least 10 students and staff absent</i></li> <li><i>2. At the cohort level: ≥ 20% absenteeism, with at least 3 students and staff absent</i></li> </ol> <p>During times of high case count, additional spacing and classroom seating chart monitoring will be utilized to minimize cross-cohort contamination.</p>

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<sup>2</sup> Cohorting refers to establishing a consistent group of students that stay together for a significant portion of the school day. Examples include stable mealtime cohorts, classrooms, table groups, lunch bunches, and other group situations. Cohorts should be as small as feasible to minimize exposure.

<b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures	<b>MEASURES DURING PERIODS OF HIGH TRANSMISSION*:</b> describe what mitigating measures the school will implement during periods of high transmission to reduce the spread of COVID-19 and protect in-person learning? *Within the community, high transmission is defined at the county level through <a href="#">CDC COVID-19 Community Levels</a> . Within a school, high transmission may be defined as high absenteeism or unusual spread within a cohort (e.g., a large outbreak in a classroom).
Physical Distancing	During periods of high transmission the district will encourage students and staff to maintain at least 3 feet to the greatest extent possible.
Hand Washing	Handwashing procedures (education, reminders, access to handwashing) will be supplemented with increased access to hand sanitizer in each classroom and shared space.
Cleaning and Disinfection	During times of high transmission, classrooms will be cleaned and sanitized each day with high touch areas being cleaned and sanitized multiple times per day.
Training and Public Health Education	The school will establish plans in collaboration with Local Public Health Authorities (LPHA) for communicating health and safety protocols to students, families and to our diverse communities within the district.

**Table 7.**

**COVID-19 Mitigating Measures**

<p><b>OHA/ODE Recommendation(s)</b> Layered Health and Safety Measures</p>	<p><b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>During periods of medium transmission districts collaborate with the LPHA and OHA in the establishment of vaccine clinics at school sites or community partners.</p> <p>This collaboration decreases as case counts lower and increases as case counts rise. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</p>
<p>Face Coverings</p>	<p>Continued signage and supports for masking across the school facility along with reminders of respect for masking choices.</p>
<p>Isolation</p>	<p>The school will utilize the isolation protocols as outlined in the communicable disease plan.</p>
<p>Symptom Screening</p>	<p>As cases decrease, the school will continue to emphasize only coming to school or work healthy and reminding staff and families of the importance of staying home when sick can lower the risk of spreading infectious diseases.</p>
<p>COVID-19 Testing</p>	<p>The school will continue to offer free COVID-19 testing on site.</p>
	<p>The school will continue to utilize the MERV 16 filters during school hours only.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	<b>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE:</b> describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?
Airflow and Circulation	
Cohorting	Student seat charts will continue to be used.
Physical Distancing	Signage and reminders of the importance of 3' or more of distance will continue to be in use.
Hand Washing	Access to handwashing, with instructions and reminders for students, will be used.
Cleaning and Disinfection	Classroom spaces will be cleaned daily with sanitation during classrooms or shared spaces with high transmission.
Training and Public Health Education	The school will communicate to the return of baseline activities to families. The communication will include specific health and safety protocols in place at the school.

## PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

[Link](#) where this plan is available for public viewing.

Date Last Updated: **8/6/2022**

Date Last Practiced: **8/6/2022**

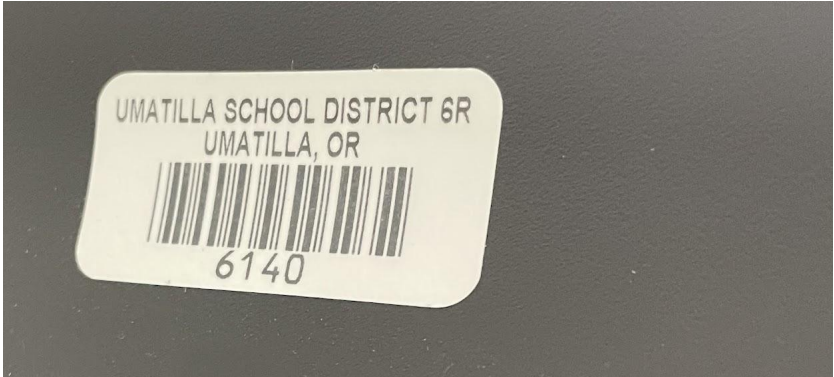
## ESL Curriculum

Newcomers: Vista, Get Ready, levels 1-3, 4-6, 6-8 and 9-12

National Geographic/Cengage K-12: K-5 Reach Higher, 6-8 Time Zones, and 9-12 Pathways

Adopt Middle School Spanish  
Middle School Foreign Language (Spanish): Cengage Exploremos

TV and TV stand in Board Room





Rockwell radial arm saw. Angle adjust is stuck, however, motor runs and blade is nice as well. It does run on 220 volts.



Isel CNC mill. Possibly works, no software to run it.

# OSBA Model Sample Policy

Code: EEA  
Adopted:

## Student Transportation Services \*

(Even if the district contracts for student transportation services, this is a required policy.)

School transportation services will be provided for students to and from school [and for] [transporting students to and from curricular and extracurricular activities sponsored by the district] [transporting from one school or facility to another] [school-sponsored field trips that are extensions of classroom learning experiences]. Transportation will be provided for homeless students to and from the student's school of origin<sup>1</sup> as required by the Every Student Succeeds Act of 2015 (ESSA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the [Board].

Elementary students [~~in grades K-8~~] who live more than one mile from school will be transported. Secondary students [~~in grades 9-12~~] who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

OR

[Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.]

Miles from school will be determined by the [transportation supervisor] in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(e).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds<sup>2</sup> or through cooperative agreements with local victims assistance units for a student to attend a safe district school<sup>3</sup> out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous. If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

<sup>1</sup> "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

<sup>2</sup> "Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

<sup>3</sup> If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.<sup>4</sup> A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus (or school activity vehicle). Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus (or vehicle) driver to the supervisor. The transportation supervisor will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the principal (and/or) transportation supervisor.

The (principal) or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus (or vehicle) driver will be responsible for the school bus (or vehicle) at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

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<sup>4</sup> "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

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**Legal Reference(s):**

<u>ORS 327.006</u>	<u>ORS 815.080</u>	<u>OAR 581-053-0040</u>
<u>ORS 327.033</u>	<u>ORS 820.100 - 820.190</u>	<u>OAR 581-053-0053</u>
<u>ORS 327.043</u>		<u>OAR 581-053-0060</u>
<u>ORS 332.405</u>	<u>OAR 581-021-0050 - 0075</u>	<u>OAR 581-053-0070</u>
<u>ORS 332.415</u>	<u>OAR 581-022-2345</u>	<u>OAR 581-053-0210</u>
<u>ORS 339.240 - 339.250</u>	<u>OAR 581-023-0040</u>	<u>OAR 581-053-0220</u>
<u>ORS 343.155 - 343.246</u>	<u>OAR 581-053-0002</u>	<u>OAR 581-053-0230</u>
<u>ORS 343.533</u>	<u>OAR 581-053-0003</u>	<u>OAR 581-053-0240</u>
<u>ORS 811.210</u>	<u>OAR 581-053-0004</u>	<u>OAR 735-102-0010</u>
<u>ORS 811.215</u>	<u>OAR 581-053-0010</u>	
<u>ORS 815.055</u>	<u>OAR 581-053-0031</u>	<u>Senate Bill 905 (2019)</u>

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2012~~8~~8).  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

# OSBA Model Sample Policy

Code: JGE  
Adopted:

## Expulsion\*\*

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

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

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearing officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service<sup>1</sup> or by certified mail<sup>2</sup> at least ~~five~~ days prior to the scheduled hearing. Notice shall include:
  - a. The specific charge or charges;
  - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
  - c. A recommendation for expulsion;

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<sup>1</sup> The person serving the notice shall file a return of service. (OAR 581-021-0070)

<sup>2</sup> When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

- d. The student's right to a hearing;
  - e. When and where the hearing will take place; and
  - f. The right to representation.
2. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;
  3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;
  4. In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator;
  5. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent. The district's attorney may be present;
  6. The student shall be afforded the right to present ~~his/her~~ their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
  7. The student shall be permitted to be present and to hear the evidence presented by the district;
  8. The hearings officer or the student may record the hearing;
  9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
  10. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;
  11. If the Board has delegated authority to the superintendent ~~or designee~~ to act as the hearings officer, the superintendent may designate ~~him or herself~~ themselves, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;

12. A Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
- a. The name of the minor student;
  - b. The issues involved, including a student's confidential ~~medical records~~ and that student's educational program;
  - c. The discussion;
  - d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative education programs have been made.

END OF POLICY

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**Legal Reference(s):**

ORS 192.660  
ORS 332.061  
ORS 336.615 - 336.665

ORS 339.115  
ORS 339.240  
ORS 339.250

OAR 581-021-0050 - 021-0075  
House Bill 2514 (2019)

# OSBA Model Sample Policy

Code: JHCD/JHCDA  
Adopted:

## Medications\*\*/\*

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to them self, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis<sup>1</sup>, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to them self prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

~~Current first-aid and CPR cards are strongly encouraged for designated personnel. [A current first-aid and CPR card is required for designated personnel.]~~

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

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

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also

<sup>1</sup> Under proper notice given to the district by a student or student's parent or guardian.

requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

A request to the district to administer or allow a student to self-administer prescription medication ~~or a nonprescription medication that is not approved by the Food and Drug Administration (FDA)~~ shall include a signed prescription and treatment plan from a prescriber<sup>2</sup> ~~or an Oregon licensed health care professional.~~

A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law<sup>3</sup>, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

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

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

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

~~<sup>4</sup> Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.~~

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

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

<sup>3</sup> Subject to ORS 109.610, 109.640 and 109.675.

~~<sup>4</sup> The district is not required to provide or administer this medication. If the district plans on providing and administering this medication this policy language and other associated bracketed policy language is required. If the district does not plan to provide or administer this medication, do not include this language or other associated bracketed language in this policy.~~

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, when if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages, when as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication, subject to state law regardless of whether the student or individual has a prescription for epinephrine[, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug].

The district and the members of the Board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual, subject to state law with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine[, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug].

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and the implementation of this policy.

END OF POLICY

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**Legal Reference(s):**

<u>ORS 109.610</u>	<u>ORS 475.005 - 475.285</u>	<u>OAR 581-022-2220</u>
<u>ORS 109.640</u>		<u>OAR 851-047-0030</u>
<u>ORS 109.675</u>	<u>OAR 166-400-0010(17)</u>	<u>OAR 851-047-0040</u>
<u>ORS 332.107</u>	<u>OAR 166-400-0060(29)</u>	
<u>ORS 339.866 - 339.871</u>	<u>OAR 333-055-0000 -055-0035-0115</u>	<u>Senate Bill 665 (2019)</u>
<u>ORS 433.800 - 433.830</u>	<u>OAR 581-021-0037</u>	

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012~~8~~); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017~~9~~).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration in Oregon Schools: A Manual for School Personnel* (2016).

# OSBA Model Sample Policy

Code: JHCD/JHCDA-AR  
Adopted:

## Medications\*\*/\*

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

### 1. Definitions

- a. "Medication" means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. <sup>1</sup> Medication also includes naloxone or any similar medication that is in any form available for the safe administration and that is designed to rapidly reverse an overdose of an opioid drug.
- b. "Prescription medication" means any medication that under federal or state law requires a prescription by a prescriber.
- c. "Nonprescription medication" means medication that under federal law does not require a prescription from a prescriber.
- d. "Adrenal crisis" means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- e. "Adrenal insufficiency" means adrenal insufficiency as defined in ORS 433.800.
- f. "Notice of a diagnosis of adrenal insufficiency" means written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
- g. "Prescriber"<sup>2</sup> means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed, advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.

<sup>1</sup> If the district plans to provide and/or administer naloxone in the district this language and other associated bracketed language is required. If the district does not plan to provide and/or administer naloxone in the district do not include this language or other associated bracketed language.]

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

- h. “Qualified trainer” means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- i. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.
- j. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- k. “Designated personnel” means the school personnel designated to administer medication pursuant to district policy and procedure.

2. Designated Staff/Training

- a. The principal will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, as required by Oregon law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.
- b. The principal will ensure the training required by Oregon law is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency and student confidentiality. Materials as recommended and/or approved by the ODE will be used.
- d. A copy of the district’s policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.
- e. [A statement that the designated personnel has received the required training will be signed by the staff member and filed in the district office.]

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

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

4. ~~[<sup>3</sup> Administering Naloxone or Other Similar Medication to a Student or Other Individual~~

~~Naloxone or any other similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an opioid overdose.~~

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

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

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal will designate one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- b. The designated personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health Authority;
- c. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
  - (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
    - (a) The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
    - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:

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[<sup>3</sup> Ibid. p. 1.]

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Method of administration;
- (iv) Dosage;
- (v) Frequency of administration;
- (vi) Other special instructions from the prescriber, if any; and
- (vii) Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
  - (a) The nonprescription medication is necessary for the student to remain in school;
  - (b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
  - (c) The written instruction from the student's parent or guardian for the administration of the nonprescription medication includes:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Method of administration;
- (iv) Dosage;
- (v) Frequency of administration;
- (vi) Other special instructions, if any; and
- (vii) Signature of the student's parent or guardian.

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

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

- b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school,

at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;

- c. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- d. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- e. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication;
- f. Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documentation will be made on the district's Accident/Incident Report form. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- g. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.

#### 7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
  - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
    - (a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;
    - (b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
    - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a school setting.

- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
  - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
  - (b) The student's name affixed to the manufacturer's original container; and
  - (c) The permission to self-administer medication from a building administrator.
  
- (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
  - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
  - (b) A written order from the student's prescriber that includes:
    - (i) Name of the student;
    - (ii) Name of the medication;
    - (iii) Dosage;
    - (iv) Method of administration;
    - (v) Frequency of administration;
    - (vi) A statement that the medication must be administered while the student is in school;
    - (vii) Other special instructions, if any; and
    - (viii) Signature of the prescriber.
  
- b. The student may have in his/her/their possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- c. Sharing and/or borrowing of any medication with another student is strictly prohibited;
- d. For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- e. Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;
- f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
- g. Permission for a student to administer medication to themselves may be revoked if the student violates the Board policy and/or this administrative regulation;
- h. A student may be subject to discipline, up to and including expulsion, as appropriate;
- i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.

8. Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students
  - a. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school in its original container, accompanied by the permission form and written instructions, as required above.
  - b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another district employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
  - c. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
  - d. Medication will be secured as follows:
    - (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box [used solely for the storage of medication];
    - (2) Medications requiring refrigeration will be stored in a ~~locked box in a refrigerator~~ separate refrigerator used solely for the storage of medication;
    - (3) Access to medication storage keys will be limited to the principal and designated personnel.
  - e. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
  - f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

9. Emergency Response

- a. Designated personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian[, school nurse] and principal will be notified immediately.
- b. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

10. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within ~~five~~ 7

school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a nonrecoverable fashion as follows:

- (1) Medication will be removed from its original container and personal information will be destroyed;
- (2) Solid medications will be crushed, mixed or dissolved in water, liquid medications will be mixed or dissolved in water; and
- (3) Mixed with an undesirable substance, e.g., coffee grounds, kitty litter, flour; and
- (4) Placed in impermeable non-descriptive containers, e.g., empty cans or sealable bags, and placed in the trash.

Prescriptions will be flushed down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so.

Other medication will be disposed of in accordance with established training procedures including sharps and glass.

- b. All medication will be disposed of by designated personnel in the presence of another school employee and documented as described in Section 10, below.

#### 11. Transcribing, Recording and Record Keeping

- a. A medication log will be maintained for each student administered medication by the district. The medication log will include, but not be limited to:
  - (1) The name of the student, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
  - (2) Student refusals of medication;
  - (3) Errors in administration of medication;
  - (4) Incidents of emergency and minor adverse reaction by a student to medication;
  - (5) Discrepancies in medication supply;
  - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- b. All records relating to administration of medications, including permissions and written instructions, will be maintained in a separate medical file apart from the student's education record file unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- c. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and ~~his/her~~ their parent or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

# OSBA Model Sample Policy

Code: IGBAH-AR  
Adopted:

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## Special Education - Evaluation and Eligibility Procedures\*\*

1. Request for Initial Evaluation
  - a. 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.
  - b. Upon receiving a request from a parent or public agency for an initial evaluation, the district designates a team to determine whether an initial evaluation will be conducted.
    - (1) The district team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
      - (a) The team may make the decision to evaluate with or without a meeting.
      - (b) The district documents team members' input, including parents, whether or not the district convenes a meeting.
  - c. If a meeting is held, the district invites parents to participate.
  - d. If the district agency refuses an evaluation requested by the parent, the district provides the parent with prior written notice of its refusal to conduct an evaluation.
  - e. The district acknowledges the parent's rights to challenge its refusal to conduct an evaluation.
2. The initial evaluation consists of procedures:
  - a. To determine if the child has a disability; and
  - b. To identify the child's educational needs.
3. The district conducts the initial evaluation within 60 school days of receiving parental consent for evaluation unless:
  - a. The district and the parents agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
  - b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the district agree in writing to a specific time when the evaluation will be completed; or
  - c. The parent repeatedly fails or refuses to produce the child for evaluation.
4. Re-evaluation
  - a. The district conducts re-evaluations:
    - (1) When the educational or related services needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
    - (2) When the child's parents or teacher request a re-evaluation; and
    - (3) At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.
  - b. The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

## 5. Evaluation Planning

- a. ~~The district, or designated referral and evaluation agency for preschool children, ensures that, as part of an initial evaluation (if appropriate), and as part of any re-evaluation, the child's individualized education program (IEP) or individualized family service plan (IFSP) team, including the parents and other qualified professionals; as appropriate, must review and document their review of existing evaluation data information on the child, including:~~
- (1) Evaluations and information provided by the child's parents;
  - (2) Current classroom-based, local or state assessments and classroom-based observations;
  - (3) Observations by teachers and related service providers; and
  - (4) Medical, sensory, and health information.
- b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:
- (1) Whether the child has a disability;
  - (2) The child's present levels of academic achievement and related development needs;
  - (3) Whether the child needs, or continues to need, early intervention/early childhood special education (EI/ECSE) or special education and related services; and
  - (4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:
    - (a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
    - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

## 6. Evaluation Procedures

- a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.
- c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:
- (1) Whether the child has a disability; and
  - (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
- d. The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
- (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
  - (2) Are provided and administered in the child's native language or other mode of communication and in the 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) Are used for the purposes for which the assessments or measures are valid and reliable;

- (4) Are administered by trained and knowledgeable personnel; and
  - (5) Are administered in accordance with any instructions provided by the producer of the assessments.
- e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
  - f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
  - g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility
- a. If the child's IEP or IFSP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
  - b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parents.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:
  - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
  - (2) The student's parent(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:
  - (1) A group of qualified professionals and the parent;
  - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age, or for a child of less than school age, a preschool teacher; and
  - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each district team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.

- e. Each eligibility team prepares a written eligibility statement that includes:
  - (1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
  - (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
  - (3) A determination of whether the primary basis for the suspected disability is:
    - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
    - (b) Limited English proficiency.
  - (4) A determination of whether the child's disability has an adverse impact on the child's educational performance;
  - (5) A determination of whether, as a result of the disability, the child needs special education services;
  - (6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
  - (7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by Oregon Administrative Rule.
- f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:
  - (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
  - (2) Limited English proficiency; and
  - (3) The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.
- g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.
- h. A child may have disabilities in more than one disability category, but the team needs to find the child eligible in only one category. However, the district evaluates the child in all areas related to the suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.

# OSBA Model Sample Policy

Code: JHH  
Adopted:

## Student Suicide Prevention\*\*

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
  - a. Youth bereaved by suicide;
  - b. Youth with disabilities, mental illness or substance abuse disorders;
  - c. Youth experiencing homelessness or out of home settings, such as foster care; and
  - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
  - a. When and how to refer youth and their families to appropriate mental health services; and
  - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis<sup>1</sup>; and

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<sup>1</sup> “Behavioral health crisis” as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual’s mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual’s mental or physical health.

8. A process for designating staff to be trained in an evidence-based suicide prevention program.<sup>2</sup>

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

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**Legal Reference(s):**

ORS 332.107

ORS 339.343

OAR 581-022-2510

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<sup>2</sup> ODE will provide a list of available programs.

# OSBA Model Sample Policy

Code: JHCC  
Adopted:

## Communicable Diseases - Students

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

A student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any restrictable disease for which the student is required to be excluded in accordance with law. ~~the administrator involved shall exclude the student from school and per administrative regulation JHCC-AR - Communicable Diseases - Students, and if the disease is a reportable disease, the administrator will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.~~

~~In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.~~

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law. ~~In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.~~

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

### Legal Reference(s):

ORS 431.150 - 431.157  
ORS 433.001 - 433.526

OAR 333-019-0010  
OAR 333-019-0014

OAR 437-002-0377  
OAR 581-022-2220

OAR 333-018

~~OAR 333-019-1000~~  
OAR 437-002-0360

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017-2020).  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012-2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017-2019).

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Communicable Diseases - Students - JHCC

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# OSBA Model Sample Policy

Code: JHCC-AR  
Adopted:

## Communicable Diseases – Student

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to COVID-19<sup>1</sup>, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy<sup>2</sup> or by the local public health administrator, after determining that it presents a significant public health risk in the school setting poses a danger to the public’s health.
2. “Susceptible” means being at risk of contracting a restrictable disease by virtue of being in one or more categories described in law for a child means lacking documentation of immunization required under OAR 333-050-0050.
3. “Reportable diseases” means a human reportable disease, infection, microorganism or condition as specified in OAR Chapter 333, Division 18 disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

### Restrictable Diseases

1. A student of the district will not attend a district school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19<sup>3</sup>, unless authorized to do so under Oregon law. When an administrator has reason to suspect any child has a restrictable disease, the administrator shall send the student home.
2. An administrator shall exclude a susceptible child from school if the administrator has reason to suspect that the student has or has been exposed to any restrictable disease for which the student is required to be excluded, shall exclude that student from school and send him/her home measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer

<sup>1</sup> Added per OAR 333-019-1000(2).

<sup>2</sup> “OAR 333-019-0010(7)(d) Nothing in these rules prohibits a school or children’s facility from adopting more stringent exclusion standards under ORS 433.284.”

<sup>3</sup> “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

determines that exclusion is not necessary to protect the public's health. The administrator may request the local health officer to make a determination as allowed by law. If the disease is reportable, the administrator will report the occurrence to the local health department.

3. An administrator shall exclude a student if the administrator has been notified by a local public health administrator or local public health officer that the student has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.

4. ~~2.~~The ~~A~~ student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 ~~to--~~ 677.525, a nurse practitioner licensed under ORS 678.375 ~~to--~~ 678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.

~~3.~~An administrator will exclude a susceptible student that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The administrator may request the local health officer to make a determination as allowed by law.

~~6.5.~~ 4.The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local public health officer ~~administrator~~ states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may also be removed by a school nurse or health care provider.

~~7.6.~~ 5.More stringent exclusion standards for students from school may be adopted by the local health department ~~or by the district through Board adopted policy.~~

~~6.~~ A disease is considered to be a restrictable disease if it is listed in OAR 333-019-0010, or it has been designated to be a restrictable disease through Board policy or by the local health administrator, after determining that it presents a significant public health risk in the school setting.

~~9.7.~~ The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

### Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.

3. An administrator shall determine other persons with a legitimate educational interest who may be informed of the communicable nature of an individual student's communicable disease, or an employee's communicable disease, when a legitimate educational interest exists or for health and safety reasons within guidelines allowed by in accordance with law.

### **Education**

1. The administrator or designee shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.
2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.
3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student diagnosed with a restrictable disease.

### **Equipment and Training**

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually [by the school health nurse] to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (See policy EBBAA).

# OSBA Model Sample Policy

Code: IIBGA  
Adopted:

## Electronic Communications System

(Does the district participate in the federal E-Rate program and receive funding for, but not limited to, computers and Internet access? If yes, this policy is required.)

*Yes - required*

The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The district's electronic communication system will be used to provide statewide, national and global communications opportunities for staff and students and for the advancement and promotion of teaching and learning.

The superintendent will establish administrative regulations for the use of the district's electronic communication system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using e-mail, ~~social media~~ chat rooms and other forms of direct electronic communication;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and
8. Installing measures designed to restrict minors' access to materials harmful to minors.

~~[The superintendent will establish administrative regulations for use of the district's system by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff. The~~ <sup>1</sup> Administrative regulations

<sup>1</sup> If the district allows staff to download and store district proprietary information, including personally recognizable information about district students or staff, OSBA recommends including this content and an indicated related item in the model administrative regulation. See #3 on page 2 of model sample administrative regulation IIBGA-AR.

developed shall ensure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission, copyright law, and will include a complaint procedure for reporting violations.

The superintendent will also establish administrative regulations for use of the district's electronic communications system to comply with copyright law.

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications system may result in the suspension and/or revocation of system access. Additionally, student violations will may result in discipline up to and including expulsion. Staff violations will may also result in discipline up to and including dismissal. Violations of law will may be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

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**Legal Reference(s):**

~~ORS 30.765~~  
~~ORS 133.739~~  
~~ORS 163.435~~  
~~ORS 164.345~~  
~~ORS 164.365~~

ORS 167.060 - 167.100  
ORS Chapter 192  
~~ORS 260.432~~  
ORS 332.107  
ORS 339.250  
ORS 339.270

OAR 581-021-0050  
OAR 581-021-0055  
OAR 584-020-0040  
OAR 584-020-0041

Children's Internet Protection Act, 47 U.S.C. §§ 254(h) and (l) (20122018); 47 C.F.R. Section 54.520 (20172019).  
Copyrights, 17, U.S.C. §§ 101-1332 (20122018); 19 C.F.R. Part 133 (20172020).

*Oregon Attorney-General's Public Records and Meetings Manual*, Appendix H, (2014).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (20122018).

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8107 (20122018); 34 C.F.R. Part 84, Subpart F (20172020).

Controlled Substances Act, 21 U.S.C. § 812, Schedules I through V (20122018); 21 C.F.R. §§ 1308.11-1308.15 (20172020).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (20122018); 29 C.F.R. Part 1630 (20172020); 28 C.F.R. Part 35 (20172020).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (20122018); 34 C.F.R. Part 99 (20172020).

Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).

Every Student Succeeds Act, 20 U.S.C. § 7131 (20122018).

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

# OSBA Model Sample Policy

Code: IIBGA-AR

Revised/Reviewed:

## Electronic Communications System

(Does the district participate in the federal E-Rate program and receive funding for, but not limited to, computers and Internet access? If yes, an administrative regulation (AR) is required; most content in this model sample AR is highly recommended best practice to support the E-Rate program and student safety.)

*Yes - required*

### [Definitions

1. "Technology protection measure," as defined by the Children's Internet Protection Act (CIPA), means a specific technology that blocks or filters Internet access to visual depictions that are:
  - a. "Obscene," has the meaning given such term in Section 1460 of Title 18, United States Code;
  - b. "Child pornography," has the meaning given such term in Section 2256 of Title 18, United States Code; or
  - c. Harmful to minors.
2. "Harmful to minors," as defined by CIPA, means any picture, image, graphic image file or other visual depiction that:
  - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
  - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.
3. "Sexual act; and sexual contact," as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. "Minor," as defined by CIPA, means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
5. {<sup>1</sup>} "Inappropriate matter," as defined by the district, means material that is inconsistent with general public education purposes; and the district's vision, mission and goals, as determined by the district.
6. {<sup>2</sup>} "District proprietary information" is defined by the district as any information created, produced or collected by district staff for the business or education purposes of the district including but not limited to student information, staff information, parent or patron information, curriculum, forms and like items used to conduct the district's business.

<sup>1</sup> As inappropriate matter is not defined in the CIPA or regulations, districts should define/determine the scope of what it will regard as inappropriate matter. The language provided in #5. is intended as a guide only.

<sup>2</sup> This item corresponds to #3 on page 2 in this model sample administrative regulation.

7. "District software" is defined by the district as any commercial or staff developed software acquired using district resources.

## General District Responsibilities

The district will:

1. Designate staff as necessary to ensure coordination and maintenance of the district's electronic communications system which includes all district computers, e-mail and Internet access;
2. Provide staff training in the appropriate use of the district's electronic communications system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users;

*(Choose one of the following options for #3)*

3. *Option A.* ~~Provide a system for authorizing~~ Prohibit staff use of personal electronic devices to download <sup>{3}</sup> or access district proprietary information, that insures the protections of said information and insures its removal from the device when its use is no longer authorized. ~~[.]~~ ~~[Allow staff use of personal electronic devices to access the district's electronic communications system when it is consistent with district board policies and administrative regulations]~~ (See Staff User Agreement);

*OR*

3. *Option B.* Provide a system for authorizing staff use of personal electronic devices to download or access district proprietary information that ensures the protections of said information in accordance with board policy. The district will provide a system for obtaining prior written agreement from staff for the recovery of district proprietary information downloaded to staff personal electronic devices as necessary to accomplish district purposes, obligations or duties, and when the use of the personal electronic device is no longer authorized, to ensure verification that information downloaded has been properly removed from the personal electronic device; (See Staff User Agreement)]
4. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's electronic communications system;
5. Use only properly licensed software, audio or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements;
6. Install and use desktop and/or server virus detection and removal software;
7. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to the use of computers by minors, harmful to minors. A supervisor or other individual authorized by the principal

<sup>3</sup> If not keeping this bracketed language, consider the second proposed sentence in this item if it aligns with district practice. If keeping this bracketed language, consider that the district may not need the second proposed sentence.

may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate;

8. Prohibit access by minors, ~~as defined by CIPA and this regulation,~~ to inappropriate matter on the Internet and World Wide Web;
9. Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including “hacking” and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, ~~social media,~~ chat rooms, ~~applications~~ and other forms of direct electronic communication;
10. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking ~~and social media~~ websites, ~~applications~~ and in chat rooms;
11. ~~Determine which users and sites,~~ accessible as part of the district’s ~~electronic communications system,~~ are most applicable to the curricular needs of the district, and may restrict user access, accordingly;
12. ~~Determine which users will be provided access to the district’s e-mail~~ ~~electronic communications system;~~
13. ~~Program its computers to display a message reinforcing key elements of the district’s E~~ ~~electronic C~~ ~~ommunications S~~ ~~ystem policy and administrative regulation when accessed for use;~~
14. Notify appropriate system users that:
  - a. The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the district’s information system are the district’s property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district’s system are in compliance with Board policy, administrative regulations and law, the school administrators may routinely review user files and communications;
  - b. Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district’s system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system;
  - c. ~~The district may establish a retention schedule for the removal of e-mail;~~
  - d. ~~E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction;~~
  - e. Information and data entered or stored on the district’s computers and e-mail system may ~~become discoverable evidence~~ ~~be subject to disclosure~~ if a public records request is made or a lawsuit is filed against the district. “Deleted” or “purged” data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district;

- f. [The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the [supervising teacher] or [system coordinator] stating the need for the increase;]
  - g. Passwords used on the district's system are the property of the district and must be provided to their supervisor or designated district personnel, as appropriate. Passwords that have not been provided to the district are prohibited. Passwords used on the district's electronic communications system will be changed at 90-day intervals;
  - h. Transmission of any communications or materials related to activities regarding political campaigns is prohibited by ORS 260.432 is not allowed.
15. Ensure all student, staff and nonschool system users complete and sign an agreement to abide by the district's electronic communications system policy and administrative regulations. All such agreements will be maintained on file in the school office;
16. Notify users of known copyright infringing activities and deny access to or remove the material.

### Electronic Communications System Access

1. Access to the district's electronic communications system is authorized to:

Board members, district employees, and students in grades K-12, with parent approval and when under the direct supervision of staff, and district volunteers, district contractors or other members of the public as authorized by the system coordinator or district administrators consistent with the district's policy governing use of district equipment and materials.

*(Choose one of the following options for #2)*

2. [Students, staff and Board members may be permitted to use the district's system to conduct business related to the management or instructional needs of the district or to conduct research related to education. Personal use of district computers including Internet and e-mail access by students and Board members is strictly prohibited. Personal use of district computers including Internet access and e-mail by staff is restricted. Any personal use by staff is limited to such uses as deemed permissible under the Oregon Government Ethics Commission (OGEC) guidance (e.g., occasional use to type a social letter to a friend or family member, preparation of application materials for another position in the district, or computer games which may serve to improve the individual's keyboard proficiency and software component familiarity). Such use is restricted to the employee's own time.] [Students may be permitted to use the district's electronic communications system, when consistent with board policy and administrative regulations, for school and instructional related activities. Personal use of district-owned computers or devices including Internet and e-mail access is [prohibited.] [permitted when consistent with board policy and administrative regulations and when during the school day.]

Staff and Board members may be permitted to use the district's electronic communications system to conduct business related to the management or instructional needs of the district or to conduct research related to education and when in compliance with Board policy and administrative regulations. Personal use of the district's system or district-owned computers or devices including Internet and e-mail access by district staff is prohibited, may be permitted when consistent with

{<sup>4</sup> See sample user agreements at the end of this administrative regulation.}

~~Oregon ethics laws, Board policy and administrative regulations, when used on school property and when on own time. Personal use of the district's system or district-owned computers or devices [including Internet and e-mail access] by Board members is prohibited.~~

~~District staff and Board members may use the district's electronic communications system, district-owned computers or devices [including Internet and e-mail access] for personal use under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.~~

~~Volunteers and district contractors and other members of the public may be permitted to use the district's electronic communications system for personal use when consistent with Board policy, general use prohibitions and guidelines/etiquette and other applicable provisions of this administrative regulation.~~

OR

- ~~2. [Students, staff, Board members, volunteers, district contractors and other members of the public may be permitted to use the district's system for personal use, in addition to official district business, consistent with Board policy, general use prohibitions/guidelines/etiquette and other applicable provisions of this administrative regulation. Personal use of district-owned computers including Internet and e-mail access by employees is prohibited during the employee's work hours. Additionally, Board member and employee use of district-owned computers may be permitted only when such use does not violate the provisions of ORS 244.040 and use is under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.]~~

### ~~General Use Prohibitions and Guidelines/Etiquette~~

Operation of the district's ~~electronic communications~~ system relies upon the proper conduct and appropriate use of system users. Students, staff and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical and efficient ~~utilization~~ use of the district's system.

#### 1. ~~General Use~~ Prohibitions

The following conduct is strictly prohibited:

a. Attempts to use the district's ~~electronic communications~~ system for:

- (1) ~~Unauthorized solicitation of funds;~~
- (2) ~~Distribution of chain letters;~~
- (3) ~~Unauthorized sale or purchase of merchandise and services;~~
- (4) ~~Collection of signatures;~~
- (5) ~~Membership drives;~~
- (6) ~~Transmission of any materials regarding political campaigns.~~

b. Attempts to upload, download, use, reproduce or distribute information, data, software or file share music, videos or other materials on the district's system in violation of copyright law or applicable provisions of use or license agreements;

- c. Attempts to degrade, disrupt or vandalize the district's equipment, software, materials or data or those of any other user of the district's system or any of the agencies or other networks connected to the district's system;
- d. Attempts to evade, change or exceed resource quotas or ~~disk data~~ usage quotas;
- e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes, but not limited to, material which may be interpreted as:
  - (1) Harmful to minors;
  - (2) Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;
  - (3) A product or service not permitted to minors by law;
  - (4) Harassment, intimidation, bullying, menacing, threatening, or a bias incident; ~~or~~
  - (5) Constitutes insulting or fighting words, the very expression of which injures or harasses others, or which includes a symbol of hate;
  - (6) A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
  - (7) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, Board policy and/or administrative regulation.
- f. Attempts to gain unauthorized access to any service via the district's system which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs;
- g. Attempts to post or publish personal student contact information unless authorized by the ~~system coordinator or teacher~~ and consistent with applicable Board policies pertaining to student directory information and personally identifiable information. Personal student contact information may include photograph, age, home, school, work or e-mail addresses or phone numbers or other unauthorized disclosure, use and dissemination of personal information regarding students;
- h. Attempts to arrange student meetings with anyone on the district's electronic communications system, unless authorized by the system coordinator or teacher or when consistent with school or educational related activities and with prior parent approval when necessary;
- i. Attempts to ~~use~~ represent ~~themselves~~ on behalf of the district through use of the district's name in external communication forums, such as e.g., social media, chat rooms, without prior district authorization;
- j. Attempts to use another individual's account name or password, failure to provide the district with individual passwords or to access restricted information, resources or networks to which the user has not been ~~given~~ granted access.

2. ~~Guidelines/Etiquette~~

*(Choose one of the following options)*

[System users will:

- a. Adhere to the same standards for communicating online that are expected in the classroom and consistent with Board policy and administrative regulations;
- b. Respect other people's time and cyberspace. Use real-time conference features such as video/talk/chat/Internet relay chat only as approved by the supervising teacher or system

- coordinator]. Avoid downloading excessively large files. Remain on the system long enough to get needed information then exit the system. Act as though every byte sent costs somebody time and money, because it does;
- c. Take pride in communications. Check spelling and grammar;
  - d. Respect the privacy of others. Do not read the mail or files of others without their permission;
  - e. Cite all quotes, references and sources;
  - f. Adhere to guidelines for managing and composing effective e-mail messages:
    - (1) [One subject per message - avoid covering various issues in a single e-mail message;
    - (2) Use a descriptive heading;
    - (3) Be concise - keep message short and to the point;
    - (4) Write short sentences;
    - (5) Use bulleted lists to break up complicated text;
    - (6) Conclude message with actions required and target dates;
    - (7) Remove e-mail in accordance with established guidelines;
    - (8) Remember, there is no expected expectation of right to privacy when using e-mail. Others may read or access mail;
    - (9) Always sign messages;
    - (10) Always acknowledge receipt of a document or file.]
  - g. Protect password confidentiality. Passwords are the property of the district and are not to be shared with others[.].] [Using another user's account or password or allowing such access by another may be permitted with supervising teacher or system coordinator approval only:] No system user may use a password on the district's computers, e-mail system or Internet access which is unknown to the district;
  - h. Communicate only with such users and/or sites as may be authorized by the district;
  - i. Be forgiving of the mistakes of others and share your knowledge. Practice good mentoring techniques;
  - j. Report violations of the district's policy and administrative regulation or security problems to the supervising teacher, system coordinator or administrator, as appropriate.]

DR  
Use of appropriate etiquette is expected of all users while using the district's electronic communications system use etiquette is expected of all users and is explained in district training sessions.

## Complaints

Complaints regarding use of the district's Electronic Communications System may be made to the teacher, principal, employee's supervisor or system coordinator. The district's established complaint procedure will be used for complaints concerning violations of the district's established complaint procedure in Electronic Communications System Board policy and/or administrative regulation. See Board policy [KL - Public Complaints] and accompanying administrative regulation; may be used to process complaints or concerns about violations of policy and administrative regulations.

## Violations/Consequences

1. ~~W~~ Students
  - a. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of access to the district electronic communications system access up to and including permanent loss of privileges.
  - b. Violations of law ~~will~~ may be reported to law enforcement officials and may result in criminal or civil sanctions.
  - c. Disciplinary action may be appealed by parents, students and/or a representative in accordance with established district procedures. ~~¶~~
  
2. ~~W~~ Staff
  - a. Staff who violate general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, collective bargaining agreements and applicable provisions of law.
  - b. Violations of law ~~will~~ may be reported to law enforcement officials and may result in criminal or civil sanctions.
  - c. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC as provided by Oregon Administrative Rules (OAR) 584-020-0041.
  - d. Violations of ORS 244.040 ~~will~~ may be reported to Oregon Government Ethics Commission (OGEC). ~~¶~~
  
3. ~~W~~ Others
  - a. Other guest users who violate general electronic communications system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
  - b. Violations of law ~~will~~ may be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions. ~~¶~~

**~~W~~ Telephone/Membership/Other Charges**

1. The district assumes no responsibility or liability for any membership, phone or internet ~~provider~~ charges including, but not limited to, long distance charges, per minute (unit) surcharges, overage charges and/or equipment or line costs service and/or related charges incurred by any home usage of the district's electronic communications system.
2. Any disputes or problems ~~regarding~~ resulting from phone services or internet provider services for home users of the district's electronic communications system are strictly between the system user and their ~~local phone company~~ internet service provider and/or long distance phone service provider. ~~¶~~

**~~W~~ Information Content/Third Party Supplied Information**

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<sup>5</sup> Check to confirm this student language aligns with other published discipline or student conduct language, e.g., student handbook. ~~¶~~

<sup>6</sup> Check to confirm this staff language aligns with other published discipline or conduct language, e.g., in staff handbook. ~~¶~~

1. System users and parents of student system users are advised that use of the district's electronic communications system may provide access to materials that may be considered objectionable and inconsistent with the district's vision, mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's electronic communications system accordingly.
2. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals are those of the providers and not the district.
3. Users of the electronic communications system may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies/vendors that may be accessed through the district's electronic communications system. These individuals and agencies/vendors are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the seller/vendor and the electronic communications system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the seller/vendor. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers/vendors.
4. The district does not warrant that the functions or services performed by, or that the information or software contained on, the electronic communications system will meet the system user's requirements, or that the electronic communications system will be uninterrupted or error-free, or that defects will be corrected. The district's electronic communications system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the electronic communications system and any information or software contained therein.

## Sample Parent Letter

Dear Parents:

Your student has ~~[requested] [been selected]~~ to participate in the district's electronic communications program and needs your permission to do so. Your student needs your permission to use the district's electronic communications system. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks.

The Internet is a system which links networks creating a large and diverse communications network. Internet access allows your student the opportunity to reach out to many other people to share information, learn concepts and research subjects by the sending and receiving of messages using a computer, modem and phone lines.

With this educational opportunity also comes responsibility. It is important that you and your student read the enclosed district policy, administrative regulation and agreement form and discuss these requirements together. Inappropriate system use will ~~may~~ result in discipline, up to and including expulsion from school, suspension or revocation of your student's access to the district's electronic communications system, and/or referral to law enforcement officials.

Although the district is committed to practices that ensure the safety and welfare of system users, including the use of technology protection measures such as Internet filtering, please be aware that there may still be material or communications on the Internet that district staff, parents and students may find objectionable. While the district neither encourages nor condones access to such material, it is not possible for us to eliminate that access completely.

Attached to this letter are the following important documents: ~~is an agreement for your student and you to read and sign stating agreement to follow the district's electronic communications system policy and administrative regulation.~~ The district's policy IIBGA – Electronic Communications System and administrative regulation are accessible from the district's website or upon request and include provisions on, but are not limited to, student use under ~~General Use Prohibitions and Guidelines/Etiquette~~ and student-related rules under ~~Violations and Consequences~~.

1. ~~An agreement for your student to read and sign stating his/her agreement to follow the district's Electronic Communications System policy and administrative regulation. This agreement requires your signature. It must be signed and renewed each year and will be kept on file at the school;~~
2. ~~The district's Electronic Communications System policy and administrative regulation.~~

Please review these materials ~~the district's Electronic Communications policy and administrative regulation, and the provisions therein,~~ carefully with your student and return the attached agreement form to the ~~(school office)~~ indicating your permission ~~or denial of permission~~ for your student to participate ~~use~~ in the district's electronic communications system.

Sincerely,

System Coordinator/Administrator

R3/03/174/22/21 | PHLF

Electronic Communications System – IIBGA-AR

10-14

**Student Agreement for an Electronic Communications System Account**  
Academic Year [2017-2018]

Student agreement must be renewed each academic year.

**Student Section**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_

I have read received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will may result in discipline, up to and including expulsion from school, and/or suspension or revocation of system access and related privileges, and/or referral to law enforcement officials.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Sponsoring Parent**

I have read received notice of and read the district's Electronic Communications System policy and administrative regulation. I give my permission to the district to issue an account for my student and certify that the information contained in this form is correct. I will monitor my student's use of the system and his/her the potential access to the Internet and will accept responsibility for supervision in that regard if and when my student's use is not in a school setting. In consideration for the privilege of using the district's Eelectronic Ccommunications Ssystem and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my student's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

I give my permission to issue an account for my student and certify that the information contained on this form is correct.

I do not give my permission for my student to participate in the district's communications system.

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_

Home Email Address \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Cell Number \_\_\_\_\_

Email Address \_\_\_\_\_ ]

.....  
This space reserved for System Coordinator

Assigned Username: \_\_\_\_\_ Assigned Password: \_\_\_\_\_

**[Agreement for an Electronic Communications System Account  
(Nonschool System User)**

I have ~~read~~ received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will ~~may~~ result in suspension and/or revocation of system access and related privileges, and/or referral to law enforcement officials.

In consideration for the privilege of using the district's ~~E~~lectronic ~~C~~ommunications ~~S~~ystem and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Home Address \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Cell Number \_\_\_\_\_

Email Address \_\_\_\_\_ Date of Birth \_\_\_\_\_

~~This space reserved for System Coordinator~~

Assigned Username: \_\_\_\_\_ Assigned Password: \_\_\_\_\_

**Parent** (Required if nonschool-system user is under 18 years of age)

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give permission to the district to issue an account for my child and certify that the information contained on this form is correct. I will monitor my child's use of the system and the potential access to the Internet and will accept responsibility for supervision in that regard if and when my child's use is not in a school setting. In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my child's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_

Email Address \_\_\_\_\_ Home Address \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Cell Number \_\_\_\_\_

**Agreement for an Electronic Communications System Account**  
(Staff System User)

I have received notice of, read and agree to abide by the provisions in the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will may result in suspension and/or revocation of system access and related privileges, and may include discipline, up to and including dismissal, and/or referral to law enforcement officials.

~~I will not download [or access] district proprietary information to a personally-owned electronic device.~~

OR

I understand that I may use my personal electronic device (PED) for education related purposes and that certain district proprietary information may be downloaded to, or accessed through my PED. I agree that any district proprietary information downloaded on my PED will only be as necessary to accomplish district purposes, obligations or duties, and will be properly removed from my PED when the use on my PED is no longer authorized. I insure ensure that the personal electronic device PED in use is owned by me, and I am in complete control of the device at all times.

In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Home Email Address \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Cell Number \_\_\_\_\_

.....  
This space reserved for System Coordinator

Assigned Username: \_\_\_\_\_ Assigned Password: \_\_\_\_\_

# OSBA Model Sample Policy

Code:                   ACB  
Adopted:

## Every Student Belongs

~~[Insert the district's statement on equity if applicable.]~~

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior.

“Symbol of hate” means nooses<sup>1</sup>, symbols of neo-Nazi ideology or the battle flag of the Confederacy.

The district prohibits the use or display of any symbols of hate<sup>2</sup> on school property<sup>3</sup> or in an education program<sup>4</sup> except where used in teaching curriculum that is aligned with state standards of education for public schools.

<sup>1</sup>In responding to the use of any symbols of hate or bias incidents, the district will use non-disciplinary remedial action whenever appropriate<sup>1</sup>.

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<sup>1</sup>The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).

<sup>2</sup> Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the district document why the district feels that the presence of these symbols will cause a “material and substantial interference with schoolwork or discipline” or collide “with the rights of other students to be secure and be let alone.” These reasons may include previous incidents, current conditions in the schools and other factors.

<sup>3</sup> “School property” means any property under the control of the district.

<sup>4</sup> “Education program” includes any program, service, school or activity sponsored by the district.

The district prohibits retaliation against an individual<sup>{5}</sup> because that individual has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

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**Legal Reference(s):**

ORS 659.850

ORS 659.852

OAR 581-002-0005

OAR 581-022-2312

OAR 581-022-2370

House Bill 2697 (2021)

House Bill 3041 (2021)

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

*Dariano v. Morgan Hill Unified Sch. Dist.*, 767 F.3d 764 (9th Cir. 2014).

*State v. Robertson*, 293 Or. 402 (1982).

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<sup>5</sup> {ORS 659.852 prohibits retaliation only against students. Other statutes (and other complaint procedures) prohibit retaliation against staff and others for reporting or providing information regarding a complaint or investigation.}

# OSBA Model Sample

Code: ACB-AR  
Adopted:

## Bias Incident Complaint Procedure

The terms “bias incident” and “symbols of hate” are defined in policy. Persons impacted by a bias incident or display of a symbol of hate shall be defined broadly to include persons directly targeted by an act, as well as the community of students as a whole who are likely to be impacted by the act.<sup>1</sup>

Step 1 {<sup>2</sup>}: When a staff member learns of a potential bias incident or display of a symbol of hate, the staff member will prioritize the safety and well-being of all persons impacted and ~~immediately~~ ~~promptly~~ without unreasonable delay report the incident to the building or program administrator.

Step 2: The administrator or designee shall acknowledge receipt of the complaint, reduce the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and commit to preventing further harm against those persons impacted from taking place. Educational components and redirection procedures, if any, will:

- Address the history and impact of bias and hate;
- Advance the safety and healing of those impacted by bias and hate;
- Promote accountability and transformation for people who cause harm; and
- Promote transformation of the conditions that perpetuated the harm.<sup>3</sup>

The administrator or designee must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly<sup>4</sup>.

The administrator or designee will ~~make a decision~~ determine responsibility within ~~10~~ days of receiving the complaint.

All persons impacted by the act will be provided with information<sup>5</sup> relating to the investigation and outcome of the investigation, including:

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<sup>1</sup> The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

<sup>2</sup> {These specific steps and procedures are not required. The procedures must include all of the requirements listed in House Bill 2697 § 1(3)(e) (2021) and OAR 581-022-2312(4)(e). If making changes, we recommend working closely with legal counsel.}

<sup>3</sup> Additional guidance from ODE can be found [here](#).

<sup>4</sup> The nature of the behavior or act must determine the process used to respond; what rights and protections are available to the person(s) impacted by the behavior or act; and an individual’s right to appeal to the Oregon Department of Education or the U.S. Department of Education.

<sup>5</sup> For additional information regarding required notices, see OAR 581-022-2312(4)(e)(E).

- Notice that an investigation has been initiated;
- Notice when an investigation has been completed;
- Findings of the investigation and the final determination based on those findings;
- Actions taken to remedy a person's behavior and prevent reoccurrence; and
- When applicable, the legal citation of any law prohibiting disclosure of any information described above, and an explanation of how that law applies to the current situation.

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator or designee, the complainant or respondent may submit a written appeal to the superintendent within five school days after receipt of the administrator or designee's response to the complaint.

The superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the administrator or designee's decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

The superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent or designee's response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting at a Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing within 10 days of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator or designee, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the superintendent or designee and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal<sup>6</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

<sup>6</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.<sup>7</sup>

~~Building administrators~~ District administration will develop and implement instructional materials to ensure that all school employees, staff and students are made aware of the policy, this administrative regulation and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

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<sup>7</sup> Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

## July – August Board Report

Maintenance and custodian staff have been very busy this summer with projects within the district. Projects within the High School included a full air filter replacement with a full maintenance on the cooling tower system. Roof inspections have been completed. Fire wet system, fire dry system, alarms, and fire extinguisher's have all been inspected and passed all tests. Elevator inspection completed and passed. Gym floor has been resurfaced. Gym bleachers and basketball hoops have been inspected and passed all tests. RTU 1 which cools/heats the commons have been repaired. A deep clean has been completed. Parking lot lines have been repainted. All drains have been cleaned and flushed out. We will be continuing to clean up storage rooms within the building.

Middle School projects included a full air filter replacement. Roof inspection have been completed. Fire wet system, fire dry system, and fire extinguisher's have all been inspected and passed all tests. Gym have been resurfaced. Bleachers and basketball hoops have been inspected and passed all tests. Gym also received a new sound system. AHU 1 that cools/heats the cafeteria has been repaired. Parking lot lines have been repainted. All storage rooms have been cleaned out. Girls locker room have received brand new lockers. A deep clean has been completed.

Elementary School projects include a full air filter replacement. Fire wet system, alarms, and fire extinguishers have been inspected and passed all tests. Roof inspection have been completed. Gym floor has been resurfaced. Bleachers and basketball hoops have been inspected and passed all tests. Flag pole has been repaired. A deep clean has been completed and all storage rooms have been cleaned out. We will be in the process of planning a playground structure to be replaced this coming summer.

District Office projects included a full air filter replacement. Roof inspection and leaks have been fixed. Fire extinguishers have been inspected. A full deep clean has been completed. Daycare projects included a full air filter replacement, roof inspection, and deep clean. Senior Center received a full deep clean and minor maintenance repairs.



# STEAM Academy of Umatilla

*Stephanie Williams, Program Director* 541-922-6516

*Stephanie Blake, Site-coordinator Mt.FS* 541-922-6680

*Jina Ridings, Site-coordinator CBMS/UHS* 541-922-6545

8-11-22

Dear Umatilla School Board Members,

The summer months have been busy. We completed our 6-week Summer School/STEAM Camp on Thursday, July 28<sup>th</sup> after a fun and educational program. We ended the summer with a Family Engagement night at the Hermiston Aquatic Center that was popular, 375 people came!

At the high school, we offered in-person and virtual programming. The students completed 28.5 credits. Additionally, many teams and clubs participated in camps and trainings. Summer school was located at the high school. A group of students participated in the Umatilla Brownfield Project the last week, gathering historical and ecological information about the land at the mouth of the Umatilla River.

McNary Heights was home to the Pre-Kindergarten through 8<sup>th</sup> grade students. I heard many positive and complimentary comments about the summer school and STEAM camp classes. This year we focused on Family Engagement and field trips, we wanted to welcome parents back into the building and explore our own community. Parents were invited to share a meal, volunteer for field trips, invited to the MOST awards and the pool party. The following is a list of field trips students enjoyed:

- Hat Rock State Park
- Eastern Oregon Children's Museum
- Fort Walla Walla
- Sage Center
- Funland and the Spray Park
- Destiny Cinema
- Umatilla Marina
- Nature Trails
- Hermiston Police and Fire Dept.
- Umatilla Public Library
- REACH Museum

Sincerely,

Stephanie Williams-Strege

## Board Talking Points

### August 2022

I hope your summer planning is going well as we approach school start-up. There exists a sense of optimism due to the return of traditional scheduling.

**Regional School Security Summit** On August 8, over 200 educators and law enforcement officials met at the Pendleton Convention Center for a school security summit. District staff from all 21 districts, as well as officers from Baker, Union, Umatilla, and Morrow counties, were in attendance. Topics included the latest research on active shooter events, scenarios, *I Love You Guys* terminology, and a review of the *SafeOregon School Safety Tip Line* procedures. Time was then afforded for districts to review their individual safety plans with local law enforcement, OSP, and the Sheriff's Offices. In summary, it was a helpful event that set the stage for future security planning.

**IMESD Inservice** For the first time in two years, IMESD staff met in-person for Inservice. Everyone was excited to see one another. Due to our 9% growth in staffing, many new faces were in the room. We renewed our commitment to the agency's mission statement: *To Provide Outstanding Customer Service to our schools in four areas: special education, technology, school improvement, and administrative services.* We are very excited to start the 2022-23 school year!

## MISSION

To provide outstanding customer service to our school districts in four areas: special education, technology, school improvement, and administrative services.

## VISION

IMESD strives to ensure the success of every child by providing equitable services to close the opportunity gap. We are committed to the values of antiracism and multiculturalism.