

SEASIDE SCHOOL DISTRICT 10

2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

2024-2025 Board of Directors

Board Chair: Brian Taylor

Board Vice-Chair: Michelle Hawken

Board Members: Chris Corder, Katherine Davidson,
Sondra Gomez, Kevin LaCoste, and Shannon Swedenborg

Superintendent: Susan Penrod

Regular Meeting of the School Board

Tuesday, June 17, 2025 at 6:00 PM

Location: Secondary School Library AND Virtual

2600 Spruce Drive, Suite 200

Seaside, OR 97138

Meetings may be held in-person only, virtual only, or most commonly, in-person with an option to join virtually. Please check the location above for the specifics of this meeting. Information regarding virtual meeting access is available on our website Meetings page - <https://www.seaside.k12.or.us/meetings>.

An opportunity for public comment is generally included in meeting agendas. When public comment is included in the agenda, those wishing to speak before the Board will have the opportunity to do so during the designated Public Comment time(s). Speakers may offer objective criticism of school operations and programs; however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks anyone wishing to communicate a complaint of this nature to follow the process in Board policy [KL: Public Complaints](#).

Persons having requests for special needs and accommodations should contact the School District office at 2600 Spruce Drive, Suite 100, Seaside, OR 97138, 503-738-5591. Speech/hearing impaired individuals may reach the Oregon Relay Service by dialing 711. Requests should be made 48 hours in advance of the event.

1. **CALL TO ORDER**

1.1. Acknowledgement of Board Members Present

1.2. Pledge of Allegiance

2. **AGENDA REVIEW**

3. **REPORTS**

3.1. SPOTLIGHT

Description: This item is set aside for informational presentations that are not recurring agenda items. This may include guest speakers and highlights on schools or programs in the District.

3.1.1. Regatta Princess Presentation

Speaker(s): Chantrell Lee

3.1.2. Recognition of Outgoing School Board Members

Speaker(s): Susan Penrod

3.2. STUDENT BUSINESS

Description: This standing agenda item is for monthly reports from the SSD Student Reps. to the Board and for other requests/reports from students.

3.3. SUPERINTENDENT’S REPORT

Speaker(s): Susan Penrod

Description: This standing agenda item is for the Board to receive a monthly report from the Superintendent.

3.4. BUSINESS & FISCAL SERVICES REPORT

Description: Description: This standing agenda item is for the Board to receive the monthly financial report from the Business Manager and other information relating to that department.

3.4.1. Revenue & Expenditure by *Function*

Attachments:

Board Report May 2025 by Function 1

8

3.4.2. Revenue & Expenditure by *Object*

Attachments:

Board Report May 2025 by Object 2

9

3.5. ADMINISTRATIVE REPORTS

Description: This standing agenda item is for the Board to receive brief informal monthly reports from school and department administrators regarding general business that does not warrant a formal report.

Attachments:

CBA Director’s Report 6_25

10

3.6. UNION REPORTS

Description: This standing agenda item is to receive regular reports from Licensed and/or Classified union representatives.

4. **PUBLIC COMMENT**

Description: The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board’s role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Remember that we are all role models for our students, please share your thoughts respectfully. Should any public comment include complaints regarding a personally identifiable staff member, the Board Chair will direct the speaker to the proper administrative process found in Board policy KL: Public Complaints. Speakers will have three minutes to express their thoughts.

5. **CONSENT AGENDA - Action**

Description: To make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. Any item placed on the Consent Agenda may be removed at the request of any board member before a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.

5.1. Approve the Minutes of the May 20, 2025 Regular Meeting of the Board

Attachments:

Seaside SD 05-20-2025 SB Meeting Minutes

13

5.2. Licensed Employment Actions:

5.2.1. Lisa Koller/Elementary Teacher/Resignation

Attachments:

Koller, Lisa - Resignation

18

5.2.2. Karen Baller/HS Math Teacher/Resignation

Attachments:

Baller, Karen - Resignation

19

5.2.3. Julie Schneidecker/Elementary Dean of Students TOSA/Employment

Attachments:

Schneidecker, Julie - Recommendation to Hire

20

5.2.4. James Nagel/Middle School Health and PE Teacher/Employment

Attachments:

Nagel, James - Recommendation to Hire

21

5.2.5. AlmaLee Ingram-Jones/Elementary Special Education Teacher/Employment

Attachments:

Ingram-Jones, AlmaLee - Elementary SPED Teacher

22

5.3. Coaching Employment/Seaside High School:

- Jeff Roberts - Football - Head Coach 0.5 FTE/Assistant Coach 0.5 FTE
- Dennis Olstedt - Football - Head Coach 0.5 FTE/Assistant Coach 0.5 FTE
- Joel Dierickx - Football - Assistant Coach
- Cody Hartsoch - Football - Assistant Coach
- Nikiia Smith - Football - Assistant Coach
- James Nagle - Football - Assistant Coach
- Adam Israel - Football - *Volunteer* Coach
- Laurie Hudson - Volleyball - Head Coach
- Tia Abbey - Volleyball - Assistant Coach
- Celeste Scougall - Volleyball - *Volunteer* Coach
- Nathan Daniels - Boys Soccer - Head Coach
- Leonardo Luna - Boys Soccer - Assistant Coach
- Chase Januik - Boys Soccer - Volunteer Coach
- Chelsea Archibald - Cross Country - Head Coach
- Nina Buasu - Cross Country - Assistant Coach
- Victoria Keller - Cheer - Head Coach (Fall and Winter)
- Sarah Kantzler - Cheer - Assistant Coach (Fall and Winter)
- Kai Brown - Girls Soccer - Assistant Coach
- Matt Johnson - Girls Soccer - *Volunteer* Coach
- Bill Westerholm - Boys Basketball - Assistant Coach
- Cody Hartsoch - Boys Basketball - Assistant Coach
- Jim Poetsch - Boys Basketball - *Volunteer* Coach
- Aaron Chesnut - Boys Basketball - *Volunteer* Coach
- Marla Olstedt - Girls Basketball - Head Coach
- Kaley Wldemar - Girls Basketball - Assistant Coach
- Russell Hickman - Girls Basketball - Assistant Coach
- Natalie Chrisman - Swimming - Head Coach
- Sam Heroux - Swimming - Assistant Coach
- Carolyn Heyman - Swimming - *Volunteer* Coach
- Paul Silka - Swimming - *Volunteer* Coach
- Trent Rollins - Wrestling - Head Coach

- Mike Magnuson - Wrestling - Assistant Coach
- Curtis Cooley - Wrestling - *Volunteer* Coach
- Steven Dailey - Wrestling - Volunteer Coach
- Joel Dierickx - Baseball - Assistant Coach
- Jim Poetsch - Boys Golf - Head Coach
- Steve Hinton - Boys Golf - *Volunteer* Coach
- Ed Ardent - Boys Golf - *Volunteer* Coach
- Jeff Thomas - Girls Golf - Head Coach
- Chris Corder - Softball - Head Coach
- Veronica Hanson - Softball - Assistant Coach
- Ellie Magnuson - Softball - Assistant Coach
- Derai Hughes - Softball - *Volunteer* Coach
- Jessica Garrigues - Softball - *Volunteer* Coach
- Krystal Pike - Track and Field - Head Coach
- Dan Leary - Strength and Conditioning - *Volunteer* Coach (Fall, Winter, Spring)
- Evan Yokoyama - Strength and Conditioning - *Volunteer* Coach (Fall, Winter, Spring)
- Luke Miller - Flag Football - Coach
- Meghan McKeown - Flag Football - Coach

5.4. Coaching Employment/Seaside Middle School:

- Chad Clouse - Football - Head Coach
- Jake Funk - Football - Head Coach
- Luke Miller - Football - Assistant Coach
- Donald Zwahlen - Football - Assistant Coach
- Nicole Ayt - Volleyball - Head Coach
- Danielle Pike - Volleyball - Head Coach
- Kaley Waldemar - Volleyball - Assistant Coach
- Luke Miller - Boys Basketball - Head Coach
- Donald Zwahlen - Boys Basketball - Assistant Coach
- Chad Clouse - Girls Basketball - Head Coach
- Jake Funk - Girls Basketball - Assistant Coach
- Ashley Flukinger - Girls Basketball - Head Coach
- Luke Miller - Girls Basketball - Assistant Coach
- Gavin Meyer - Wrestling - Assistant Coach
- Chris Avery - Wrestling - *Volunteer* Coach
- Kaley Waldemar - Track and Field - Head Coach
- Jane Forman - Track and Field - Head Coach
- Nicole Ayt - Track and Field - Assistant Coach

- Colin Boutin - Cross Country - Head Coach
- Desiree Graetz - Cross Country - *Volunteer* Coach

Attachments:

Coaching Recommendations SMS June 2025 23

5.5. Work Agreements:

5.5.1. Speech Language Pathologist Work Agreement

Attachments:

SLP Work Agreement, 2025-2026 24

5.5.2. Business Manager Contract

Attachments:

Toni Vandershule Contract 2025-2027 27

5.5.3. Occupational Therapy Assistant Work Agreement

Attachments:

OTA Work Agreement 2025-2026 29

5.6. Job Description/Lead Teacher-Preschool/New

Attachments:

Lead Teacher - Preschool 31

5.7. POLICY - Second Reading and Adoption

Description: These policy actions were recommended by the Oregon School Board Association (OSBA) as part of their Policy Plus service, typically as a result of new legislation or to revise outdated language. They were brought to the Board in May for First Reading and are now presented for a Second Reading and action.

5.7.1. DBEA - Budget Committee

Description: Recommend to revise.

Attachments:

DBEA D1 REVISION 34

5.7.2. IIA - Instructional Materials

Description: Recommend rescind current policy and adopt new version.

Attachments:

IIA G1 NEW 36

5.7.3. IKJ - Artificial Intelligence

Description: New, recommended to adopt.

Attachments:

IKJ G1 NEW 39

5.7.4. IKF - Graduation Requirements

Description: Recommend to revise.

Attachments:

IKF G1 REVISION 41

5.7.5. IKFB - Graduation Exercises

Description: Recommend to revise.

Attachments:

IKFB G1 REVISION 50

5.7.6. JECA - Admission of Resident Students

Description: Recommended for revision

Attachments:

JECA D1 REVISION 52

5.7.7. JFE - Pregnant and Parenting

	Description: Recommended for revision.	
	Attachments: JFE D1 REVISION	54
5.7.8.	JHCD - Medications	
	Description: New, recommended for adoption	
	Attachments: JHCD G1 NEW	55
5.7.9.	JHCD-AR - Medications	
	Description: New, recommended for adoption.	
	Attachments: JHCD R G1 NEW	57
5.7.10.	JHCD/JHCDA - Medications	
	Description: Current policy, recommend to delete.	
5.7.11.	JHCD/JHCDA-AR - Medications	
	Description: Current policy, recommend to delete.	
6.	ACTION ITEMS	
6.1.	Resolution #5 - Adopting the Budget	
	Speaker(s): Susan Penrod	
	Attachments: Resolution #5 Adopting the Budget	68
6.2.	Resolution #6 - TANS Loan	
	Speaker(s): Susan Penrod	
	Attachments: Resolution #6 2025 TANS	69
6.3.	Designations 2025-2026	
	Speaker(s): Susan Penrod	
	Attachments: Designation with Meeting Calendar 2025-2026	71
6.4.	Disposal of District Property - Technology	
	Speaker(s): Susan Penrod	
	Attachments: 06172025_DISPOSAL OF DISTRICT PROPERTY_TECHNOLOGY	74
6.5.	Superintendent Evaluation Summary 2025-2026	
	Speaker(s): Michelle Hawken	
	Attachments: Superintendent Evaluation Letter 5-20-2025	75
7.	BOARD REFLECTIONS/ANNOUNCEMENTS	
	Description: This standing agenda item allows the Board to reflect upon statements made during public comment or topics covered and to share announcements or reports of their board-related activities.	
8.	INFORMATION ONLY	
8.1.	Classified Employment Actions:	
	<ul style="list-style-type: none"> • Tim Widmer - Substitute Driver - Employment • Ian Brown - Substitute Driver - Employment • Alaina Gilmour - Substitute Driver - Employment • Jose Campos - Custodian/Bus Driver - Retirement 	

- Bob Ray - Bus Driver - Retirement
- Jerry Herrington - Bus Driver - Retirement
- Na Yin - Secondary Educational Assistant - Resignation
- Kammil Johnson - Secondary Educational Assistant - Resignation
- Amber Bertolet - Assistant Cook - Resignation
- Alek Oliveira Mastrianna - Custodian - Resignation
- Jacob Jones - Substitute Driver - Inactivate
- Makenzie Ballew - Substitute Driver - Inactivate
- Kaitlin Menefee - Elementary Educational Assistant - Resignation

8.2. Confidential Employment Actions:

- Susanna Fry - From 1.0 FTE District Office Support Specialist, to 0.5 FTE District Office Support Specialist *and* 0.5 FTE Payroll Specialist

8.3. Policy AR Updates

8.3.1. IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form

Description: Rescind current policy [IIA-AR(3)] and implement new version.

Attachments:

IIA R 5 G1 NEW

76

8.3.2. JFE-AR - Individualized Plan for Pregnant and/or Parenting Students

Description: Revision.

Attachments:

JFE R G1

78

9. **ADJOURN**

**Seaside School District
Financial Report
2024-2025**

For Period Ending May, 2025

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 21,665,545	\$ 20,921,773	\$ -	3.43%	\$ (743,772)
Intermediate Revenue	1,700,000	805,986	-	52.59%	(894,014)
State Revenue	300,000	200,388	-	33.20%	(99,612)
Federal Revenue	46,000	15,051	-	0.00%	(30,949)
Transfers	-	3,000	-	0.00%	3,000
Beginning Fund Balance *	6,300,000	8,536,515	-	-35.50%	2,236,515
Total Revenues	\$ 30,011,545	\$ 30,482,713	\$ -	-1.57%	\$ 471,168

Expenditures:					
1000- Instruction	\$ 15,958,470	\$ 11,640,269	\$ 2,987,355	8.34%	\$ 1,330,846
2000- Support Services	10,590,075	7,988,486	942,446	15.67%	1,659,143
5200- Transfers	963,000	-	-	100.00%	963,000
6100- Operating Contingency	2,500,000	-	-	100.00%	2,500,000
Total Expenditures	\$ 30,011,545	\$ 19,628,755	\$ 3,929,801	21.50%	\$ 6,452,989

*Pending audit completion

For Period Ending May, 2025

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 1,191,674	\$ 274,956	\$ -	76.93%	\$ (916,718)
State Revenue	2,888,318	927,982	-	67.87%	(1,960,336)
Federal Revenue	3,231,181	2,424,611	-	24.96%	(806,570)
Interfund Transfers	275,000	-	-	100.00%	(275,000)
Sale of Fixed Assets	-	-	-	0.00%	-
Beginning Fund Balance *	830,847	2,058,044	-	-147.70%	1,227,197
Total Revenues	\$ 8,417,020	\$ 5,685,593	\$ -	32.45%	\$ (2,731,427)

Expenditures:					
1000- Instruction	\$ 4,168,882	\$ 3,083,727	\$ 549,596	12.85%	\$ 535,559
2000- Support Services	1,999,779	1,717,353	159,318	6.16%	123,108
3000- Community Services	1,405,903	915,244	122,181	26.21%	368,478
4000- Facilities Acquisition & Const	605,323	-	-	0.00%	605,323
5100- Debt Services	27,540	22,950	-	0.00%	4,590
7000- Reserved for Next Yr	209,593	-	-	0.00%	209,593
Total Expenditures	\$ 8,417,020	\$ 5,739,274	\$ 831,095	21.94%	\$ 1,846,651

*Pending audit completion

**Seaside School District
Financial Report
2024-2025**

For Period Ending May, 2025

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 18,590,435	\$ 17,869,264	\$ -	\$ (721,171)
1112 Prior Taxes	555,345	361,862	-	(193,483)
1114 PILOT (Payment In Lieu Of Taxes)	-	13,190	-	13,190
1121 Current Local Taxes	1,755,765	2,048,868	-	293,103
1122 Prior Local Taxes	55,500	39,575	-	(15,925)
1190 Interest on Taxes	-	-	-	-
1411 Transportation Fees/Other	-	-	-	-
1510 Interest	550,000	493,245	-	(56,755)
1740 Student Fees	5,500	180	-	(5,320)
1910 Rentals	28,000	8,620	-	(19,380)
1920 Contributions & Donations	-	-	-	-
1940 Services Provided To Others	-	-	-	-
1960 Recovery of Expenditures	-	-	-	-
1990 Miscellaneous Revenue	125,000	86,969	-	(38,031)
1991 E-Rate Reimbursement	-	-	-	-
Total Local Revenue	21,665,545	20,921,773	-	(743,772)
2101 County School Fund	1,600,000	805,986	-	(794,014)
2102 General Education Service District	100,000	-	-	(100,000)
2199 Other Intermediate Sources	-	-	-	-
Total Intermediate Revenue	1,700,000	805,986	-	(894,014)
3101 State School Fund Grant	-	-	-	-
3103 Common School Fund	200,000	99,397	-	(100,603)
3104 State Timber Revenue	100,000	100,991	-	991
3199 Unrestricted Revenue	-	-	-	-
3204 Driver Education	-	-	-	-
3299 Other Restricted Grants in Aid	-	-	-	-
Total State Revenue	300,000	200,388	-	(99,612)
4300/4500 Federal Revenue	46,000	15,051	-	(30,949)
4801 Federal Forest Fees	-	-	-	-
Total Federal Revenue	46,000	15,051	-	(30,949)
5200 Interfund	-	-	-	-
5300 Other Sources	-	3,000	-	3,000
5400 Beginning Fund Balance *	6,300,000	8,536,515	-	2,236,515
Total Other Sources	6,300,000	8,539,515	-	2,239,515
Total Revenues	\$ 30,011,545	\$ 30,482,713	\$ -	\$ 471,168

Expenditures:				
100 - Salaries	\$ 13,865,515	\$ 10,543,771	\$ 2,308,911	\$ 1,012,833
200 - Benefits	7,170,286	5,995,690	1,400,536	(225,940)
300 - Purchased Services	2,105,784	1,798,425	96,959	210,400
400 - Supplies & Materials	2,360,100	721,052	122,164	1,516,884
500 - Capital Outlay	560,000	143,149	-	416,851
600 - Other Objects	486,860	426,668	1,231	58,961
700 - Transfers	963,000	-	-	963,000
800 - Operating Contingency	2,500,000	-	-	2,500,000
800 - Unappropriated EFB	-	-	-	-
Total Expenditures	\$ 30,011,545	\$ 19,628,755	\$ 3,929,801	\$ 6,452,989

*Pending audit completion

For Period Ending May, 2025

Special Revenue Funds - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
Local Revenue	\$ 1,157,884	\$ 261,763	\$ -	\$ (896,121)
Intermediate Revenue	33,790	13,193	-	(20,597)
State Revenue	2,888,318	927,982	-	(1,960,336)
Federal Revenue	3,231,181	2,424,611	-	(806,570)
Interfund Transfers	275,000	-	-	(275,000)
Sale of Fixed Assets	-	-	-	-
Beginning Fund Balance *	830,847	2,058,044	-	1,227,197
Total Revenues	\$ 8,417,020	\$ 5,685,593	\$ -	(2,731,427)

Expenditures:				
100 - Salaries	\$ 2,670,843	\$ 2,120,318	\$ 531,460	\$ 19,065
200 - Benefits	1,342,265	1,151,786	296,279	(105,800)
300 - Purchased Services	662,174	480,742	2,930	178,502
400 - Supplies & Materials	2,897,582	1,768,774	426	1,128,382
500 & 600 - Capital & Other Objects	634,563	217,654	-	416,909
700 - Transits	-	-	-	-
800 - Reserved for Next Yr	209,593	-	-	209,593
Total Expenditures	\$ 8,417,020	\$ 5,739,274	\$ 831,095	\$ 1,846,651

*Pending audit completion

CBA Director's Report

June 2025

Enrollment: 40 Students, 18 - K/1/2 & 22 - 3/4/5

“Don't cry because it's over, smile because it happened.” -Dr. Seuss

After School Clubs

We wrapped up the last of our After School Clubs...



Art Club



Running Club



Eco Kids Club

Spring Music Concert

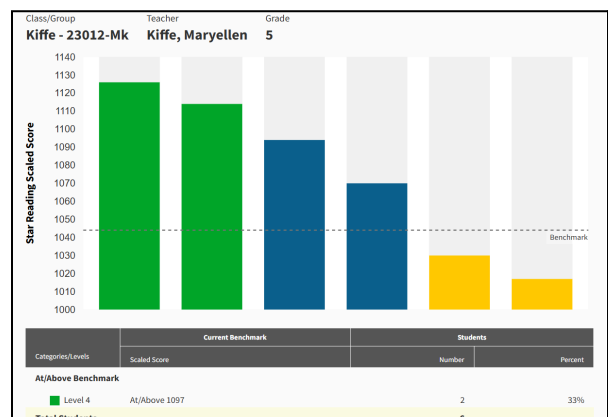
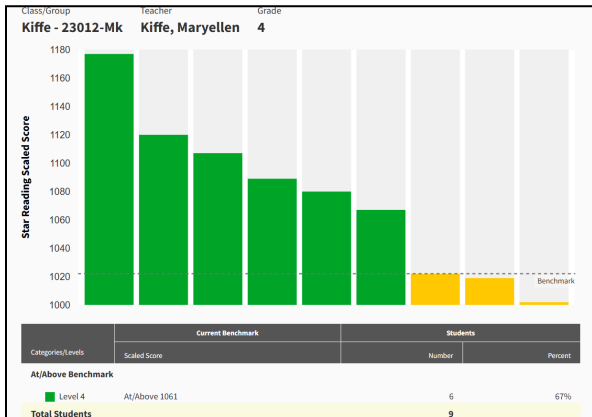
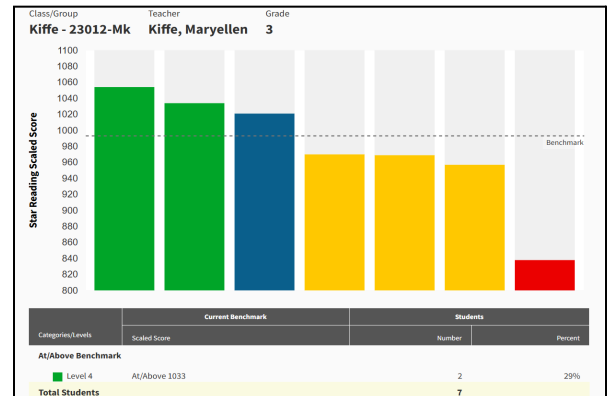
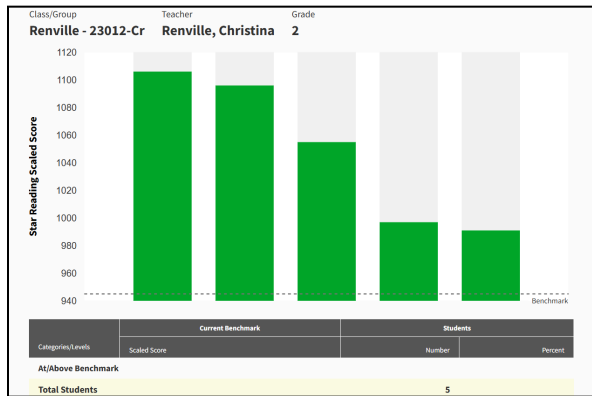
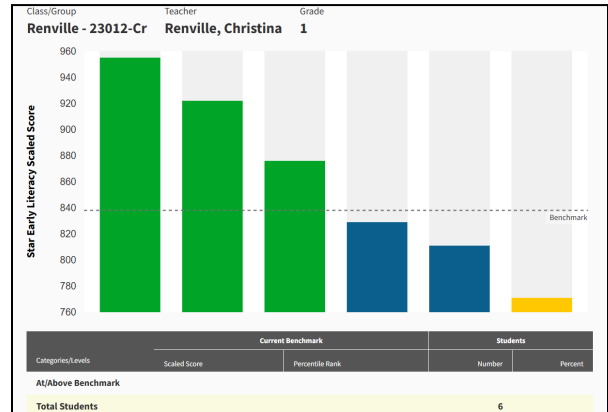
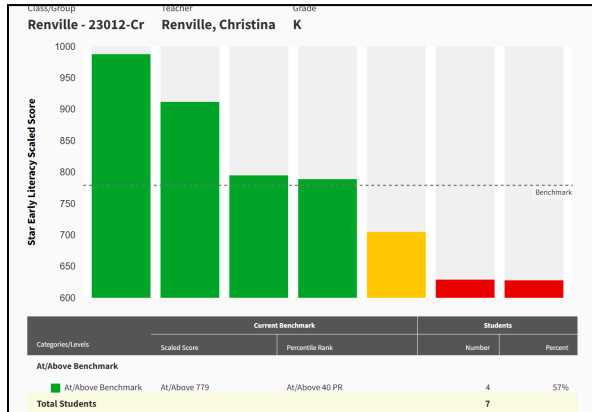
Our 2nd Annual Spring Music Concert in the Park on Friday, May 30th was a big hit! The kids sang their hearts out! What a fun way to finish our a great school year.



STAR Testing

We took our final STAR Tests in Math and Reading. All the students showed tremendous growth this school year! I'm so proud of how hard they worked and the effort they put into everyday learning. In Math, the Kindergarten class (7 students) averaged a growth of 77 points from the fall; First Grade (6 students) averaged 86 points; Second Grade (5 students) averaged 61 points; Third Grade (4 students) averaged 54 points; Fourth Grade (8 students) averaged 47 points; and Fifth Grade (6 students) averaged 66 points. In Reading (Early Literacy for grades K/1), the Kindergarten class averaged a growth of 91 points from the fall; First Grade averaged 70 points; Second Grade averaged 70 points; Third Grade averaged 70 points; Fourth Grade averaged 39 points; and Fifth Grade averaged 37 points.

Here is a glimpse of our STAR Reading Scores...



Upcoming Events

- June 4 - Cannon Beach Library Visit
- June 5 - 5th Grade Graduation Celebration
- June 6 - Seaside Library Visit
- June 10 - Kindergarten Graduation
- June 11 - Field Day/Last Day of School
- June 12 - End of 3rd Term/Grading Day



Regular Meeting of the School Board
Tuesday, May 20, 2025 (this meeting will
begin immediately following the 6:00 pm
Budget Committee meeting)

Secondary School Library AND Virtual
2600 Spruce Drive, Suite 200
Seaside, OR 97138

Chris Corder: Absent
Katherine Davidson: Present
Sondra Gomez: Present
Michelle Hawken: Absent
Kevin LaCoste: Present
Shannon Swedenborg: Present
Brian Taylor: Present
Present: 5, Absent: 2.

1. **CALL TO ORDER**

The meeting was called to order at 6:52 pm.

1.1. Acknowledgement of Board Members Present

Members Chris Corder and Michelle Hawken were absent. Member LaCoste joined via Zoom.

1.2. Pledge of Allegiance

2. **AGENDA REVIEW**

I move to approve the agenda with the noted changes. This motion, made by Shannon Swedenborg and seconded by Sondra Gomez, Carried.

Chris Corder: Absent, Michelle Hawken: Absent, Katherine Davidson: Yea, Sondra Gomez: Yea, Kevin LaCoste: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea
Yea: 5, Nay: 0, Absent: 2

Superintendent Penrod noted a couple of adjustments: Jason Boyd's employment in the consent agenda should be removed, as this hire has already been approved by the Superintendent and it is in the Information area of your agenda, also the Resolutions #3 and #4 document has been updated and the revised document is in BoardBook for the Board's review.

3. **REPORTS**

3.1. SPOTLIGHT

3.1.1. Middle School Leadership Recognition

Shelby Gagnon and middle school leadership students (Ellie Bennett, Layla Fink, and Keeli Card) reported on a leadership award from OASE. Gagnon read an OASE press release. Chair Taylor congratulated the group.

3.1.2. Therapy Animal Report

Sophia Cave and Mickey Black shared a [presentation](#).

Penrod noted how much fun it has been to work with both students on this project!

In response to a question, Sophia said it is expected that the dog will be at school 3-4 days a week beginning next year.

Member Davidson asked what the next steps are. Sophia said more training this summer and then getting the dog into school next year are the next steps.

3.2. STUDENT BUSINESS

Aidet reported that said she is excited about new ASB officers. Ella Crater will be taking over in her position with the Board next year. She also reported on throwback week and culture week, a blood drive, field day, community culture night, and Pacifica Project presentations. She said this is her last time being here and she thanked the Board. Chair Taylor thanked Aidet for her time and for being our first student representative.

3.3. SUPERINTENDENT'S REPORT

Penrod shared a [slide presentation](#). Her first slide was in celebration of Aidet, she said it has been an honor to work with Aidet and that she appreciates Aidet's confidence and is excited for her future.

Penrod reported on Senate Bill 732 regarding all Oregon school districts forming an Equity Advisory Committee. She said the committee will be made up of staff, parents, students and community members. Penrod shared how we are moving forward on this, which included an equity audit last year, and the Superintendent working to identify, invite and appoint advisory committee members.

Penrod shared Summer School programs being offered this summer. It will include an elementary literacy program, a Jumpstart Kindergarten program, HS credit recovery, and a ninth grade bridge program. She noted that we will be reaching out to families soon.

Penrod shared that we will be shifting to an end of the year staff lunch this year, instead of breakfast, on June 11.

3.4. BUSINESS & FISCAL SERVICES REPORT

Business Manager Toni Vandershule reported that the District received information on new insurance rates, noting that one of the changes is a \$300 increase to deductibles. She also reported about working on an intern audit.

3.4.1. Revenue & Expenditure by *Function*

3.4.2. Revenue & Expenditure by *Object*

3.5. ADMINISTRATIVE REPORTS

Jeff Roberts reported on 105 anticipated graduates for June 9th, 2025. Board members will get an email reminder about graduation events and the times to be there on June 9th. He also reported on a national merit qualifier for the first time in his career here at SHS (yet to be announced). Roberts also reported on the golf team winning a state championship this year!

Jason Boyd reported on a new app being used for emergency management called Raptor. He also noted that he sent all Board Members the secondary school end of year event schedule.

Juli Wozniak reported on a great turn out for Kinder Connect last week. She also reported on a reading program in which students can win a scooter or bike, a jog-a-thon, field day, field trips, and Camp Learn Alot.

Jeremy Catt reported on winding down his time at SSD.

Cate Blakesly reported on 17 students passing ELPA this year, getting through spring State Testing, and Summer School.

Wendy Crozier reported on Multicultural Night, which was well attended; she gave a shout-out to Shelby Gagnon, Natalie Dyroff and Jane Forman for their work on the event. Crozier also reported on Teacher Appreciation week last week, field trips, spirit week, beach day on June 6, and 8th grade promotion on June 10.

3.6. UNION REPORTS

SEA - Jane Crater reported that teachers are a little stressed with the end of the year. She noted that teachers enjoyed Teacher Appreciation Day/Week and that it was well received, she said thank you.

OSEA - None.

3.7. OTHER REPORTS

None.

4. **PUBLIC COMMENT**

There were no public comments.

5. **CONSENT AGENDA - Action**

I move to approve the consent agenda. This motion, made by Shannon Swedenborg and seconded by Sondra Gomez, Carried.

Chris Corder: Absent, Michelle Hawken: Absent, Katherine Davidson: Yea, Sondra Gomez: Yea, Kevin LaCoste: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea
Yea: 5, Nay: 0, Absent: 2

5.1. Approve Minutes of the April 15, 2025 Regular Meeting of the School Board

5.2. Approve Minutes of the April 21, 2025 Special Meeting of the School Board

5.3. 2025-2026 Employment/Jason Boyd/High School Assistant Principal

5.4. 2025-2026 Employment/Haley Brown/Elementary Teacher

5.5. 2025-2026 Employment/Justin Dickau/District Library-Media Teacher

5.6. 2025-2026 Employment/Rebecca Miller/High School Math Teacher

5.7. 2025-2026 Employment/Cody Hartsoch/High School Health and Physical Education Teacher

5.8. 2025-2026 Employment/Jacob Brien/Secondary Choir Teacher

5.9. 2025-2026 Employment/Jazmin Barker/Speech Language Pathologist

5.10. 2025-2026 Employment/Morgan Jameson/Speech Language Pathologist

5.11. 2025-2026 Employment/Hadley Cupp/Elementary Teacher (Grade 1)

5.12. 2025-2026 Employment/Victoria Corona/Temporary Elementary Teacher (Grade 2)

5.13. Resignation/Caleb Overcast/Middle School Health and Physical Education Teacher

5.14. Resignation/Daniel Taylor/Elementary Music Teacher

5.15. JOB DESCRIPTIONS

5.15.1. Bus Driver Job Description - Revision

5.15.2. Van Driver Job Description - Revision

5.15.3. District Library-Media Teacher - New

6. ACTION ITEMS

6.1. Resolution #3 and #4 - Transportation Supplemental Plan Report

I move to approve resolutions #3 and #4 for the Supplemental Transportation Plan. This motion, made by Katherine Davidson and seconded by Sondra Gomez, Carried.

Chris Corder: Absent, Michelle Hawken: Absent, Katherine Davidson: Yea, Sondra Gomez: Yea, Kevin LaCoste: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

Yea: 5, Nay: 0, Absent: 2

Transportation Supervisor Chris Peters noted that the District has not had an updated supplemental plan since 1992. This plan documents the new school walk zones, hazards, and the routes to school. He noted that there are provisions for students within the one-mile walk zone. Peters reviewed the student numbers that are affected by this plan and noted that this is how we have been operating since moving into the new schools. This plan/resolution documents our practices for the department of education and makes it more official.

Superintendent Penrod thanked Peters for his diligence on this plan.

6.2. Disposal of District Property - School Bus

I move to approve disposal of two school buses, as presented. This motion, made by Sondra Gomez and seconded by Shannon Swedenborg, Carried.

Chris Corder: Absent, Michelle Hawken: Absent, Katherine Davidson: Yea, Sondra Gomez: Yea, Kevin LaCoste: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

Yea: 5, Nay: 0, Absent: 2

Superintendent Penrod reported that there are two buses listed for surplus, noting that they are no longer useful to us and we would like to sell them to Warrenton.

Swedenborg asked for clarification about getting rid of two buses, but not buying buses next year, and asked if we have enough buses. Penrod noted that we do have two new buses on order that will be arriving soon.

7. BOARD REFLECTIONS/ANNOUNCEMENTS

Chair Taylor thanked Aidet again for her work with the School Board.

Member LaCoste thanked all the teachers and staff for another good year. LaCoste also noted that he had back surgery a few weeks ago and is going well.

8. INFORMATION ONLY

8.1. BOARD POLICY/FIRST READING

8.1.1. DBEA - Budget Committee

8.1.2. IIA - Instructional Materials

8.1.3. IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form

8.1.4. IKJ - Artificial Intelligence

8.1.5. IKF - Graduation Requirements

8.1.6. IKFB - Graduation Exercises

8.1.7. JECA - Admission of Resident Students

8.1.8. JFE - Pregnant and Parenting

8.1.9. JFE-AR - Individualized Plan for Pregnant and/or Parenting Students

8.1.10. JHCD - Medications

8.1.11. JHCD-AR - Medications

8.1.12. JHCD/JHCDA - Medications

8.1.13. JHCD/JHCDA-AR - Medications

8.2. CLASSIFIED EMPLOYMENT ACTIONS

- Transfer/Brian Massey/From: Substitute Bus Driver to Full-Time Bus Driver
- Employment/Justice Johnson/Secondary Educational Assistant-SPED

ADMINISTRATIVE EMPLOYMENT ACTIONS

- Desiree Graetz/Elementary Assistant Principal 2025-2026
- Ellie Irish-Jones/Elementary Assistant Principal 2025-2026
- Jason Boyd/High School Assistant Principal 2025-2026

9. EXECUTIVE SESSION

At 7:41 pm the Board took a five-minute recess, prior to going into Executive Session.

9.1. Superintendent Evaluation

10. ADJOURN

The Board returned to open session at 7:55 pm and the meeting was adjourned.

Lisa Koller
lkoller@seasidek12.org
05/28/25

Principal Juli Wozniak
Pacific Ridge Elementary School
2000 Spruce Drive
Seaside, OR 97138

May 28, 2025

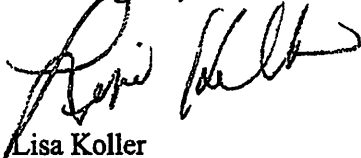
Dear Principal Wozniak,

I am writing to formally resign from my position as a fourth-grade teacher at Pacific Ridge Elementary School, effective at the end of the 2024-2025 school year.

The decision did not come easily, as I have truly enjoyed my time at Pacific Ridge Elementary School. I am grateful to work alongside such dedicated and caring colleagues and to inspire the minds of all our Puffins! Dave and I have considered relocating for the past year attributed to my mom's health and getting closer to an airport.

I would like the opportunity to share this news with my teaching team, students and colleagues first, before a general announcement. Thank you for your consideration. I am committed to ensuring a smooth transition and will do everything I can to assist in the process. Thank you for your support and guidance over the past four years! I will miss our caring community!

Warm regards,



Lisa Koller
PRES

Karen Baller

17705 Crestview Ln.
Nehalem, Oregon 97131
kareneballer@gmail.com | 503-277-9990
June 4th, 2025

Jeff Roberts

Seaside Middle School
2600 Spruce Dr Suite 200
Seaside, Oregon 97138

Dear Jeff,

I am writing to formally resign from my position as Middle School Math Teacher at Seaside Middle School, I have accepted a position at Neah-Kah-Nie Middle School beginning August 2025.

This was not an easy decision, as I have truly valued being a part of the Seaside Middle School community. It has been a privilege to work alongside such a dedicated team and to teach and learn from such bright and capable students. I'm deeply grateful for the opportunities I've had to grow professionally and personally during my time here.

Please let me know how I can assist during the transition to ensure a smooth handover for students, colleagues, and the school community.

Thank you for your support and understanding.

Sincerely,

 6/4/25

Karen Baller

Recommendation for Hire Form - submit to HR office

Individual to Hire: Julie Schneidecker Start date: 08/25/25

Position: Dean of Students Job posting #: 25036

Changes to position terms as specified in the job posting:

FTE: 1.0 Temporary: term _____

Work schedule: M, T, W, Th, F 7:45-3:45

Reasoning for hire:

I would like to recommend the District hire Julie Schneidecker for the Dean of Students Elementary TOSA position at Pacific Ridge Elementary School, with a start date of August 25, 2025. Most recently, Julie has been serving in the role of Special Education Director in the Tillamook School District. She also has eight years of teaching experience in special education and is a certified trainer in both MANDT & Ukeru. Julie is highly recommended by her previous supervisors and I am confident in her ability to serve the District in this capacity.

(Ex. references, experience, etc.)

Additional misc information:

[Empty box for additional information]

Does the candidate have already scheduled days (trip, vacation, etc.) that they have indicated they are unable to work? By listing the days below, you, the administrator, are indicating you approve the absences, including the use of unpaid time.

Dates of pre-planned absences: none

PROGRAM APPROVAL: [Signature], 5/12/25
Administrator/Supervisor Date

FOR OFFICE USE ONLY: [Signature] 5/22/25
Superintendent Date

Submit to School Board for approval Issue hire letter
June 17, 2025

Recommendation for Hire Form - submit to HR office

Individual to Hire: James Nagel Start date: August 2025 Position: MS PE/Health

Job posting #: 25042

Changes to position terms as specified in the job posting:

FTE: Full Time Temporary: term No Work schedule: M-F 8:00 - 4:00 pm

Reasoning for hire:

We are pleased to recommend **James Nagel** for the Physical Education and Health teaching position. James brings a **wealth of experience** in both health education and physical education, along with a demonstrated passion for **coaching and supporting extracurricular activities**. His background reflects a strong commitment to student development—both in and out of the classroom.

James impressed the team with his **collaborative mindset**, student-centered philosophy, and clear enthusiasm for joining our school. He is not only excited to contribute to our academic and athletic programs but is also planning to **move to the area** and become a fully engaged member of our school community.

We are confident that James will be a **positive, skilled, and dedicated addition** to our staff and will bring energy and experience to our students and programs.

(Ex. references, experience, etc.)

Additional misc information:

Does the candidate have already scheduled days (trip, vacation, etc.) that they have indicated they are unable to work? By listing the days below, you, the administrator, are indicating you approve the absences, including the use of unpaid time.

Dates of pre-planned absences: No

PROGRAM APPROVAL: Wendy Lopez 6-9-25
Administrator/Supervisor Date

FOR OFFICE USE ONLY: Susan Penn 6-9-25
Superintendent Date

Submit to School Board for approval Issue hire letter

Recommendation for Hire Form - submit to HR office

Individual to Hire: AlmaLee Ingram-Jones Start date: 08/25/25

Position: Special Education Teacher Job posting #: 25026

Changes to position terms as specified in the job posting:

FTE: 1.0 Temporary: term _____

Work schedule: M, T, W, Th, F 7:45-3:45 PM

Reasoning for hire:

I would like to recommend AlmaLee Ingram-Jones for hire as a special education teacher. She brings 12 years of teaching experience, including nine years as a special education teacher in a resource room setting and three years as a third-grade classroom teacher.

Her experience across both general and special education positions demonstrates her ability to support a diverse range of student needs. She comes highly recommended by her current supervisor, who has spoken to her strong instructional practices, collaborative approach, and commitment to student growth.

(Ex. references, experience, etc.)

Additional misc information:

[Empty box for additional misc information]

Does the candidate have already scheduled days (trip, vacation, etc.) that they have indicated they are unable to work? By listing the days below, you, the administrator, are indicating you approve the absences, including the use of unpaid time.

Dates of pre-planned absences: N/A

PROGRAM APPROVAL:

[Signature] 6/10/25
Administrator/Supervisor Date

FOR OFFICE USE ONLY:

[Signature] 6/10/25
Superintendent Date

Submit to School Board for approval Issue hire letter



SEASIDE HIGH SCHOOL
SEASIDE MIDDLE SCHOOL
 GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL
 WENDY CROZIER, ASSOCIATE PRINCIPAL
 JASON BOYD, ASSISTANT PRINCIPAL
 KAROLINA GAGE, ASSISTANT PRINCIPAL
 CHAD CLOUSE, ATHLETIC DIRECTOR

June 9th, 2025

Susan Penrod, Superintendent
 Seaside School District
 2600 Spruce Dr. Suite 100
 Seaside, OR 97138

Dear Supt. Penrod:

I recommend the following people for Middle School Athletic positions for the 2025-2026 school year.

- Chad Clouse- MS Football Head Coach
- Jake Funk- MS Football Head Coach
- Luke Miller- MS Football Assistant Coach
- Donald Zwahlen- MS Football Assistant Coach
- Nicole Aydt- MS Volleyball Head Coach
- Danielle Pike- MS Volleyball Head Coach
- Kaley Waldemar- MS Volleyball Assistant
- Luke Miller- MS Boys Basketball Head Coach
- Donald Zwahlen- MS Boys Basketball Assistant Coach
- Chad Clouse- MS Girls Basketball Head Coach
- Jake Funk- MS Girls Basketball Assistant Coach
- Ashley Flukinger- MS Girls Basketball Head Coach
- Luke Miller- MS Girls Basketball Assistant Coach
- Gavin Meyer- MS Wrestling Assistant Coach
- Chris Avery- MS Wrestling Volunteer Coach
- Kaley Waldemar- MS Track Head Coach
- Jane Forman- MS Track Head Coach
- Nicole Aydt- MS Track Assistant Coach
- Colin Boutin- MS Cross Country Head Coach
- Desiree Graetz- MS Cross Country Volunteer

Sincerely,

Jeff Roberts
 Principal

Chad Clouse
 Athletic Director

SP

SEASIDE SCHOOL DISTRICT 10
Speech Language Pathologist
1.0 FTE
August 25, 2025 - June 12, 2026

WORK AGREEMENT

It is hereby agreed between the Board of Directors of Seaside School District 10, Clatsop County, State of Oregon, and the undersigned Speech Language Pathologist that:

1. The Speech Language Pathologist shall perform assigned duties in the schools of the District for the period indicated below.
2. For such services, lawfully and properly performed, the District shall pay to the Speech Language Pathologist, at the times specified herein, the amount due, according to this work agreement, pursuant to the District's payment plan.
3. This work agreement is subject to the limitations imposed by the provisions of the local budget law.
4. This work agreement is binding unless the Speech Language Pathologist gives sixty (60) days written notice of termination to the District Superintendent.

Salary — For the period from August 25, 2025 and ending June 12, 2026 (190 days), the District shall pay the Speech Language Pathologist a salary based on the salary schedule in Appendix A.

Duties — The duties of the Speech Language Pathologist are outlined in the Speech Language Pathologist Job Description. The Speech Language Pathologist shall devote full time, skill, labor and attention to District assignments. The Speech Language Pathologist shall perform assigned responsibilities in accordance with the laws of the State of Oregon, the Oregon Administrative Rules and written District policies.

Evening Events — The Speech Language Pathologist is expected to attend evening events that are related to school district health services, per guidance from the Special Services Director.

Evaluation — The Speech Language Pathologist shall receive one formal evaluation each year.

Dismissal — The Board may dismiss the Speech Language Pathologist at any time during this work agreement for any of the reasons specified in ORS 342.865 or pursuant to ORS 342.934 (5).

Paid Leaves

Sick Leave – Any Speech Language Pathologist holding a regular full time position in the District shall be eligible for sick leave benefits of ten days a year, accumulative to an unlimited number of days. For staff not working a full school year, sick leave will be pro-rated at the rate of one day per month employed.

Personal Leave – The Speech Language Pathologist will be allowed three (3) personal leave days per year for personal matters. Unused personal leave days will accumulate and, at severance, unused personal leave will be paid at \$150 per unused day.

Bereavement Leave – Up to three (3) days shall be granted for bereavement leave for each occurrence of death in the family. A family member is defined by the Oregon Family Leave Act. The Superintendent may grant additional days.

Funeral Leave – When the Speech Language Pathologist serves as a pallbearer or in some other way participates in a funeral ceremony, they will be granted time off to perform such duty up to but not to exceed one day. The Superintendent may grant additional time.

Jury Duty – Leave of absence may be authorized for jury duty or under subpoena as a disinterested witness. There will be no deduction in pay for absence as described above, on the condition that any fees received for services performed during working hours shall be remitted to the Business Office.

Other Paid Leaves – The Superintendent may approve other paid leaves of absence

Professional Development and Renewal — Requests for workshops, seminars, conferences and in-service courses from which the District will benefit shall be made to the Superintendent. Requests for professional membership reimbursement may be submitted to the Director of Special Services. The District will pay incurred expenses agreed to by the Speech Language Pathologist and Superintendent.

Insurance — Effective September 2025 (October premium), the District shall contribute \$1,875.00 per month towards the premium for the composite rate for Medical, Dental, Orthodontia, and Vision. When an educator chooses a healthcare plan that costs less than the District provided benefit dollars, the District will contribute 100% of the excess benefit dollars to an employer funded Section 125 flexible spending account (FSA), HRA/VEBA, or HSA. Eligibility is limited to educators with excess benefit dollars provided by the employer. The Speech Language Pathologist may choose the opt out stipend of \$800 per month if they meet the qualifying conditions.

Life – The District shall provide \$25,000 of group term life insurance with accidental death and dismemberment benefits.

Term — This work agreement is effective August 25, 2025 through June 12, 2026.

Re-Employment of Retired Employees – Employees who retire from Seaside School District may be rehired to complete the current school year after retirement at the sole discretion of the District. If the employee is interested in continuing employment past the current school year, they must submit an application.

1. These employees shall remain in this employment group.
2. Employees will continue to receive health benefits, as stated per this agreement.
3. No PERS or OPSRP contributions will be made after the retirement date, unless required by law.
4. Sick leave will be in accordance with ORS 332.507 and Article 13 of this Agreement.
Accumulated unused sick leave reported to PERS at retirement is not available for use thereafter.
5. Employees who have retired from the District and are subsequently re-hired, seniority shall commence with their first day of actual service following the re-hire.

Modification — The parties may, during the term of this agreement, mutually agree to modify any of its terms. Any modifications will be in writing, signed by the parties and attached to this document.

Speech Language Pathologist – Printed Name

School Board Officer Signature

Date

Signature

Date

Attest

Date

School Board Approved on: June 17, 2025

APPENDIX A

Salary Schedule

Step	25-26 (3.5%)
1	\$71,198
2	\$73,683
3	\$76,136
4	\$78,693
5	\$81,355
6	\$83,970
7	\$86,688
8	\$87,968
9	\$90,607
10	\$93,326
11	\$95,437
12	\$98,311
13	\$101,286
14	\$103,923
15	\$106,216

SEASIDE SCHOOL DISTRICT 10
BUSINESS MANAGER'S CONTRACT
Toni Vandershule 1.0 FTE
July 1, 2025-June 30, 2027

It is hereby agreed between the Board of Directors of Seaside School District 10, Clatsop County, State of Oregon, and the undersigned Business Manager that:

1. The Business Manager shall perform assigned duties in the schools of the District for the period indicated below.
2. As a condition precedent to any obligation of the District to pay for or accept the services of the Business Manager, the Business Manager shall make the required reports and possess the proper license(s) and qualifications required by law.
3. For such services, lawfully and properly performed, the District shall pay to the Business Manager, at the times specified herein, the amount due, according to this contract, pursuant to the District's payment plan.
4. This contract is subject to the limitations imposed by the provisions of the local budget law.
5. This contract is binding unless the Business Manager gives sixty (60) days written notice of termination to the District Superintendent.
6. Termination of this contract by district for layoff or reason other than just cause, District agrees to give Business Manager sixty (60) days notice, or compensation equal to sixty (60) days, accrued vacation, personal, and personal accumulated.

Salary — For the period from July 1, 2025, and ending June 30, 2026, District shall pay the Business Manager a salary of one hundred thirty-eight thousand and seven hundred dollars (\$138,000). For the period from July 1, 2026, and ending June 30, 2027, the District shall increase the Business Manager's salary by 3.5%, or the sum that matches the salary increase percentage negotiated by a bargaining group, whichever is higher, and rounded to the nearest thousand. In addition the District will contribute \$400 per month into a tax sheltered annuity selected by the Business Manager.

Longevity Recognition — The Business Manager will maintain current longevity recognition and receive an additional salary increase equal to two (2) percent of his or her current salary when they accumulate 5, 10, 15, 20, and 25 years of service within Seaside School District 10.

Vacation — The Business Manager is entitled to 22 days vacation during the twelve-month contract and 9 paid holidays prorated at current FTE. The Business Manager must use these days within three months of the contract year in which they are earned unless the Board approves otherwise.

Duties — Duties shall be as assigned by the District Superintendent. The Business Manager shall devote full time, skill, labor and attention to District assignments. The Business Manager shall perform assigned responsibilities in accordance with the laws of the State of Oregon, the Oregon Administrative Rules and written District policies and District administrative regulations, procedures and directives.

Evaluation — The Superintendent and Board shall determine when the Business Manager shall be evaluated, which methods of evaluation shall be used and what actions should be taken as a result of the evaluation process. The evaluation process shall emphasize job performance and it will be based on the Business Manager's job description or other assigned tasks. A written evaluation of the Business Manager shall be given to the Business Manager at least every two years once he/she achieves contracted status. The probationary Business Manager shall receive a written evaluation each year. All evaluations shall be completed and received by June 30 of the school year being evaluated.

Dismissal — The Board may dismiss the Business Manager at any time during this contract for any of the reasons specified in ORS 342.865 or pursuant to ORS 342.934 (5).

Paid Leaves

Sick Leave – The Business Manager is granted fifteen (15) days of sick leave annually with unlimited accumulation. It is understood that only twelve (12) days per year can accrue for PERS purposes.

Personal Leave – The Business Manager will be allowed three (3) personal leave days per year for personal matters. Unused personal leave days will accumulate and, at severance, unused personal leave will be paid at \$250 per unused day.

Discretionary Days- The Business Manager will be allowed up to five (5) discretionary days per year.

Bereavement Leave – Up to three (3) days shall be granted for bereavement leave for each occurrence of death in the family. The Superintendent may grant additional days.

Funeral Leave – When the Business Manager serves as a pallbearer or in some other way participates in a funeral ceremony, he/she will be granted time off to perform such duty up to but not to exceed four hours. The Superintendent may grant additional time.

Jury Duty – Leave of absence may be authorized for jury duty or under subpoena as a disinterested witness. There will be no deduction in pay for absence as described above, on the condition that any fees received for services performed during working hours shall be remitted to the Business Office.

Other Paid Leaves – The Superintendent may approve other paid leaves of absence.

Travel Allowance/Reimbursement — The Business Manager will be required to have his/her own vehicle and will be compensated at the following rate:

- The current year’s IRS rate per mile for conference travel outside of the county.
- In lieu of providing an automobile for business use, the District shall pay the Business Manager an automobile allotment of three thousand dollars (\$3,000) annually.

Cell Phone Reimbursement — The administrator will receive \$30 per month to off-set business related cell phone usage.

Professional Renewal — Requests for workshops, seminars, conferences and in-service courses from which the District will benefit shall be made to the Superintendent. The District will pay incurred expenses agreed to by the Business Manager and Superintendent.

Professional Dues — The District will pay the Business Manager’s membership dues for GFOA, OASBO and ASBO and those certifications that benefit the District. The Superintendent may approve additional memberships and certifications. The District encourages participation in civic organizations and will pay dues as approved by the Superintendent.

Compensation for Vandalism — The Business Manager may be compensated for the deductible portion of his/his insurance (automobile, homeowners, renters, etc.) in cases where vandalism occurs to the Business Manager’s private property and it is the judgment of the Superintendent that the vandalism was school related.

Physical Examination — The District provides funds for the Business Manager, at his/her discretion, to have an annual physical examination. The Business Manager will be reimbursed for costs not covered by medical insurance, but not exceeding \$400. A report of the results of the examination will be provided to the Board upon written request and with the concurrence of the Business Manager.

Insurance —Effective September 2025 (October premium), the District shall contribute \$1,875.00 per eligible employee per month towards the premium for the composite rate(s) for Medical, Dental, Orthodontia, and Vision, and \$1,900.00 per month in 2026-2027. The District will provide an employee assistance plan (EAP) for employees enrolled in the medical, dental and vision plan through OEBB.

If the Business Manager chooses a healthcare plan that costs less than the District provided benefit dollars, the District will contribute 100% of the excess benefit dollars to an employer funded Section 125 flexible spending account (FSA), HRA/VEBA, or HSA. Eligibility is limited to administrators with excess benefit dollars provided by the employer.

The Business Manager may choose the opt out stipend of \$800 per month if they meet the qualifying conditions.

Life – The District carries a minimum \$200,000 term life insurance policy with an accidental death clause for the administrator.

Term — This contract is effective July 1, 2025 through June 30, 2027.

Modification — The parties may, during the term of this agreement, mutually agree to modify any of its terms. Any modifications will be in writing, signed by the parties and attached to this document.

_____	_____	_____	_____
Toni Vandershule	Date	Brian Taylor, Chair	Date
Business Manager		Board of Directors	

Attest: _____
Susan Penrod
Superintendent

SEASIDE SCHOOL DISTRICT 10
Occupational Therapist Assistant
1.0 FTE
August 25, 2025 - June 12, 2026

WORK AGREEMENT

It is hereby agreed between the Board of Directors of Seaside School District 10, Clatsop County, State of Oregon, and the undersigned Occupational Therapist Assistant that:

1. The Occupational Therapist Assistant shall perform assigned duties in the schools of the District for the period indicated below.
2. For such services, lawfully and properly performed, the District shall pay to the Occupational Therapist Assistant, at the times specified herein, the amount due, according to this work agreement, pursuant to the District's payment plan.
3. This work agreement is subject to the limitations imposed by the provisions of the local budget law.
4. This work agreement is binding unless the Occupational Therapist Assistant gives sixty (60) days written notice of termination to the District Superintendent.

Compensation — The Occupational Therapist Assistant, for the period from August 25, 2025, and ending June 12, 2026. The District shall pay the Occupational Therapist Assistant an hourly rate of \$37.25.

Longevity Recognition — The Occupational Therapist Assistant will receive an additional salary increase equal to two (2) percent of his or her current salary when they accumulate 10, 15, 20, and 25 years of service within Seaside School District 10.

Duties — The duties of the Occupational Therapist Assistant are outlined in the Occupational Therapist Assistant Job Description. The Occupational Therapist Assistant shall devote full time, skill, labor and attention to District assignments. The Occupational Therapist Assistant shall perform assigned responsibilities in accordance with the laws of the State of Oregon, the Oregon Administrative Rules and written District policies.

Evaluation — The Occupational Therapist Assistant shall receive one formal evaluation each year.

Dismissal — The Board may dismiss the Occupational Therapist Assistant at any time during this work agreement for any of the reasons specified in ORS 342.865 or pursuant to ORS 342.934 (5).

Paid Leaves

Sick Leave – Occupational Therapist Assistant holding a regular full time position in the District shall be eligible for sick leave benefits of ten days a year, accumulative to an unlimited number of days. For staff not working a full school year, sick leave will be pro-rated at the rate of one day per month employed.

Personal Leave – The Occupational Therapist Assistant will be allowed three (3) personal leave days per year for personal matters. Unused personal leave days will accumulate and, at severance, unused personal leave will be paid at \$150 per unused day.

Bereavement Leave – Up to three (3) days shall be granted for bereavement leave for each occurrence of death in the family. A family member is defined by the Oregon Family Leave Act. The Superintendent may grant additional days.

Funeral Leave – When the Occupational Therapist Assistant serves as a pallbearer or in some other way participates in a funeral ceremony, they will be granted time off to perform such duty up to but not to exceed four hours. The Superintendent may grant additional time.

Jury Duty – Leave of absence may be authorized for jury duty or under subpoena as a disinterested witness. There will be no deduction in pay for absence as described above, on the condition that any fees received for services performed during working hours shall be remitted to the Business Office.

Other Paid Leaves – The Superintendent may approve other paid leaves of absence.

Professional Development and Renewal — Requests for workshops, seminars, conferences and in-service courses from which the District will benefit shall be made to the Superintendent. Requests for professional membership reimbursement may be submitted to the Director of Special Services. The District will pay incurred expenses agreed to by the Occupational Therapist Assistant and Superintendent.

Insurance — Effective September 2025 (October premium), the District shall contribute \$1,875.00 per month towards the premium for the composite rate for Medical, Dental, Orthodontia, and Vision. When an educator chooses a healthcare plan that costs less than the District provided benefit dollars, the District will contribute 100% of the excess benefit dollars to an employer funded Section 125 flexible spending account (FSA), HRA/VEBA, or HSA. Eligibility is limited to educators with excess benefit dollars provided by the employer. The Occupational Therapy Assistant may choose the opt out stipend of \$800 per month if they meet the qualifying conditions.

Life – The District shall provide \$25,000 of group term life insurance with accidental death and dismemberment benefits.

Term — This agreement is effective August 25, 2025 through June 12, 2026.

Re-Employment of Retired Employees – Employees who retire from Seaside School District may be rehired to complete the current school year after retirement at the sole discretion of the District. If the employee is interested in continuing employment past the current school year, they must submit an application.

1. These employees shall remain in this employment group.
2. Employees will continue to receive health benefits, as stated per this agreement.
3. No PERS or OPSRP contributions will be made after the retirement date, unless required by law.
4. Sick leave will be in accordance with ORS 332.507 and Article 13 of this Agreement. Accumulated unused sick leave reported to PERS at retirement is not available for use thereafter.
5. Employees who have retired from the District and are subsequently re-hired, seniority shall commence with their first day of actual service following the re-hire. Longevity recognition will restart with the most recent date of hire.

Modification — The parties may, during the term of this agreement, mutually agree to modify any of its terms. Any modifications will be in writing, signed by the parties and attached to this document.

Occupational Therapist Assistant – Printed Name

School Board Officer Signature

Date

Signature

Date

Attest

Date

School Board Approved on: June 17, 2025

**Seaside School District
Job Description**

Job Title: Lead Teacher – Preschool
Reports To: Principal
FLSA Status: Non-Exempt

JOB SUMMARY

This position provides a successful, safe, and supervised learning environment for children in the preschool setting. The Lead Teacher promotes the social, emotional, physical, and cognitive development of enrolled children through age-appropriate instruction, progress monitoring/assessment of each child, development of individualized goals, and curriculum development. The Lead Teacher works to ensure that program requirements are consistently met and that services are coordinated and address each child’s learning strengths and needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Follows and maintains knowledge of all District policy(ies) and procedures.
2. Utilizes integrated curriculum plans, which reflect developmentally appropriate practice, parental and cultural influences, and promote social, emotional, physical, and cognitive development.
3. Follows a consistent schedule, which includes small and large group experiences, choice time, music and movement, large and small motor activities, skill development, snacks, and effective transitions between activities.
4. Encourages experimentation, exploration, problem-solving, cooperation, socialization, and choice-making; asks open-ended questions and listens respectfully to the answers.
5. Prepares classroom materials to support developmentally appropriate lesson plans; creates and changes learning centers as needed.
6. Promotes family involvement by providing an atmosphere that promotes and reinforces parental participation in the classroom and parent meetings.
7. Communicates regularly with parents, regarding each child’s progress.
8. Conducts parent conferences and parent meetings for assessment and support, and to share information on classroom progress and educational strategies at school and at home.
9. Plans and provides a safe learning environment in which children are supervised and monitored at all times.
10. Adapts curriculum to address and meet individual goals for children, as identified in their learning plans, with the support of program staff.
11. Assesses individual and group needs, attending to special needs, specific interests, strengths, and concerns with the support of program staff.
12. Completes required paperwork and maintains records as required by law and by District policy.
13. Supervises groups of children at recess and lunch ensuring safety and security.
14. Takes all responsible precautions to provide for the health and safety of the students and to protect equipment, materials and facilities.
15. Refers students for special needs assessments when necessary.
16. Assists students with restroom procedures, as well as feeding and cleaning at snack and/or meal times, as needed.
17. Maintains confidentiality.
18. Maintains appropriate certifications and training hours as required.
19. Complies with applicable District, state, local and federal laws, rules and regulations.
20. Attends work regularly and is punctual.

MARGINAL DUTIES AND RESPONSIBILITIES

Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Attends in-service trainings and staff meetings.
2. Substitutes for other teachers, as necessary.
3. Coordinates and supervises student field trips.
4. Responds to school or District surveys.

SUPERVISORY RESPONSIBILITIES

May supervise and direct the work of educational assistants, teacher aides and/or volunteers. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education and/or Experience:** High school diploma or GED. Background in child care, knowledge of child development or early childhood education by meeting one of the following education qualification requirements:
 - At least AA/AS degree from a college with a major in early childhood education, child development, or similar field.
 - At least step 9 on the Oregon Registry Online (ORO).
 - At least 5 years experience in early childhood education and enrolled in a BA degree granting program in education, and a current PD plan in place showing degree completion within 3 years.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach young children.
- **Language Skills:** Ability to communicate fluently both verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students, parents, and other school staff. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals.
- **Mathematical Skills:** Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent.
- **Reasoning Ability:** Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- **Computer Skills:** General knowledge of computer usage. Ability to proficiently use assigned programs and equipment as applicable to the essential duties of the position. Specialized training may be required.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of young students. Possesses knowledge of effective behavior management methods. Ability to meet time lines and exercise good judgment while working in a dynamic environment.

- **Certificates, Licenses, Registrations:** Certificates as determined by the District including the ability to obtain a Central Background Registry number.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is often required to stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 50 pounds. The employee may occasionally climb stairs or ladders and move classroom furniture around. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a standard elementary classroom setting. The noise level in the work environment is usually moderate, but occasionally high depending upon student population and activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions. The employee may be exposed to bloodborne pathogens.

OTHER

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Board Approved: June 17, 2025

I have read and understand this job description.

Signature:

Date:

Seaside School District 10

Code: DBEA
Adopted: 4/21/15
Revised/Readopted: 8/17/21
Orig. Code: DBEA

Budget Committee

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

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

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

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

1. The budget committee consists of seven members appointed by the Board plus the elected Board members of the district. To be eligible for appointment, the appointive member must:
 - a. Live and be registered to vote in the district;
 - b. Not be an officer, agent or employee of the district.
2. At least one member of the budget committee must be a member of the district's educational equity advisory committee.
- ~~2.3.~~ No budget committee member may receive any type of compensation from the district;
- ~~3.4.~~ At a Board meeting no later than October, the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons. The Board may contact persons who have served previously and request to apply. All such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;
- ~~4.5.~~ At a Board meeting in November, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At a regular meeting in December, the Board will appoint persons to fill the vacant positions;
- ~~5.6.~~ The appointive members of the budget committee will be appointed for terms of three years.

~~6-7.~~ If any appointive member is unable to complete the term for which the member was appointed, the Board will announce the vacancy at a regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at a regular Board meeting.

Budget Committee Responsibilities

The following items explain the budget committee responsibilities:

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

END OF POLICY

Legal Reference(s):

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

[ORS 294.305 to -294.565](#)
[ORS 433.835 to -433.875](#)

Cross Reference(s):

DBG - Budget Hearing and Notice

OSBA Model Sample Policy

Code: IIA
Adopted:

Instructional Materials**

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

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

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

The term “instructional material” includes core instructional materials, supplemental materials, school library materials, and classroom library materials.

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

Definitions

“Core instructional material,”¹ sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

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

“School library materials” means materials which are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by

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

students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

“Classroom library materials” means materials which are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

Core Instructional Materials

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

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed ~~on a seven-year cycle,~~ and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. ~~The adoption of textbooks ~~for American history and government~~ by the Board and any committee shall be done in a manner in accordance with ORS 337.260.~~ The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. ~~All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.~~

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

Supplemental Instructional Materials

All supplemental instructional materials will be selected by ~~teachers, principals, librarians, and/or others, as determined appropriate~~ ~~which may not be through any formal selection procedure~~. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience. ~~All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional Materials.~~

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. Such materials will contain suitable readability levels. ~~All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration of School or Classroom Library Materials.~~

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration of School or Classroom Library Materials.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 332.107](#)

[ORS 336.035](#)

[ORS 336.082](#)

[ORS 336.840](#)

[ORS 337.120](#)

[ORS 337.141](#)

[ORS 337.150](#)

[ORS 337.260](#)

[ORS 337.511](#)

[ORS 339.155](#)

[ORS 659.850](#)

[OAR 581-011-0050 - 0117](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

[OAR 581-022-2340](#)

[OAR 581-022-2350](#)

[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

OSBA Model Sample Policy

Code: IKJ
Adopted:

Artificial Intelligence

{ The purpose of this policy is to facilitate actions regarding artificial intelligence. Many OSBA members have developed statements, policies, or positions, or have responsible use agreement language that includes related content; this policy is not intended to replace that language. }

The Board believes that artificial intelligence (including generative artificial intelligence) is a useful tool. The Board also recognizes that generative artificial intelligence involves risk, including input and output bias, inaccuracies, and hallucinations. As such, it is critical that staff and student use is conducted responsibly.

Independent Student Use

Specific rules for the independent use of generative artificial intelligence for assigned student work may be developed by the teacher and communicated to students. Teachers should consider the following in establishing these rules:

1. Accessibility of programs and technology for all students outside of school;¹
2. Student awareness of bias and inaccuracies and student ability to responsibly address those concerns; and
3. The teacher's ability to detect usage accurately and consistently.

Failure to follow these rules may result in incomplete credit or disciplinary action.

Student Use as Part of Class

Teachers may use generative artificial intelligence as part of instruction to further course objectives. Only applications approved by the district's {IT Department} will be allowed to be used as part of the class. All Terms of Use will be followed, along with any additional rules established by the {IT Department} or the teacher. Students are not allowed to share logins or passwords.

~~{Prior to allowing students to use generative artificial intelligence as part of a class the teacher will provide notice to parents with an explanation of its use.} {The {district} {school} will provide notice to parents regarding student use of generative artificial intelligence as part of classes.}~~

Staff Use

District staff are authorized to use generative artificial intelligence to perform various work functions. Staff are responsible for ensuring their use complies with all laws, including, but not limited to copyright and privacy laws.

¹ For example, do all students have access to computers and internet away from school; does the age of the students affect their ability to access generative artificial intelligence?

Staff Professional Development

The district will seek out professional development opportunities for staff to learn how to use generative artificial intelligence for various work functions.

FERPA and Confidentiality

All laws regarding student records, confidentiality, privacy, and student internet use will be followed at all times. District staff are prohibited from sharing personally identifiable information (PII)² with any generative artificial intelligence application.

Violations

Students and staff in violation of policy or related rules may be subject to discipline and may be referred to law enforcement.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

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

Children's Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.

Children's Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501–6505

Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. § 1232g; 34 C.F.R. § 99.

Protection of Pupil Rights, 20 U.S.C. § 1232h.

² See Board policy JOB – Personally Identifiable Information for additional information.

OSBA Model Sample Policy

Code: IKF

Adopted:

Graduation Requirements**

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

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and ~~an alternative certificate~~ a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. ~~A foster child~~ In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;~~or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ ~~As~~ "Foster child" is defined in ORS 30.297.

² {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

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

Diploma

A high school diploma will be awarded to students⁵ in grades 9 through 12 who complete a minimum of {⁶}25 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁷ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (~~including~~ shall include 0.5 unit of US civics⁸ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, ~~civics,~~ geography, ~~and~~ economics (~~including personal finance~~) and ⁹financial literacy);
5. ¹⁰One-half credit of higher education and career path skills;
6. ¹¹One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹² (units shall be earned in any one or a combination).

Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.~~962~~⁹⁶¹ or a hospital identified in ORS 343.261.

~~⁵ Students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any previous school year.~~

⁶ {If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list. }

⁷ “Language arts” includes reading, writing and other communications in any language, including English.

⁸ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁹ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

¹⁰ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹¹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹² “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

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

To receive a diploma, in addition to credit requirements outlined ~~in OAR 581-022-2000~~ above, a student must¹³:

1. ¹⁴Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); ~~and~~
4. Participate in career-related learning experiences;
5. ~~Complete a senior research paper; and~~
- 4.6. ~~Complete a Pacifica Project.~~

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student ~~H~~ has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student ~~H~~ has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits ~~which shall~~ with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;

¹³ ~~[The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).]~~

¹⁴ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹⁵One-half credit in personal financial education;
6. ¹⁶One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

1. ¹⁷Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; ~~and~~
3. ~~Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s));~~
4. Complete a senior research paper; and
- 3-5. Complete a Pacifica Project.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in ~~learning expectations~~ the achievement level, construct, or ~~content that is to be measured, grade level standard, or~~ measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student’s assessment may adjust the administration of the assessment and/or the assessment’s achievement standard. The IEP or 504 team must inform the student’s parent that the use of a modification on an assessment will result in an invalid assessment;

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

¹⁶ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁷ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student’s progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified ~~Smarter-Balanced~~ statewide assessment.

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

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

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

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

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

[¹⁸] Essential Skills

The district ~~will~~ ~~will not~~ allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student’s language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student’s language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student’s language of origin are scored by a qualified rater.

Essential Skills Appeal

¹⁸ {[OAR 581-022-2120(2) requires districts to have “policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students’ language of origin.” OAR 581-022-2120(4) waives this requirement through the 2027-28 school year.] Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote.}

The district will ~~establish an appeal process~~ follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.]

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~ 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

~~Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.~~ For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Alternative Certificates

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.~~

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

Certificate of Attendance

A {¹⁹} certificate of attendance²⁰ will be awarded to students who:

1. ~~{~~Have maintained regular full-time attendance²¹ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history²².~~}~~

For students with a documented history²³, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve ~~a~~ high school diplomas, ~~a~~ modified diplomas, ~~an~~ and extended diplomas, ~~or an alternative~~

¹⁹ {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#). }

²⁰ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

²¹ {There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided. }

[“Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences [are considered absences for this purpose] [will not be counted against a student.]]

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

²² “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

²³ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

~~certificate~~ at each high school in the district. The district will provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

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

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district ~~shall~~ must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance in the later of 4 years after starting ~~the ninth~~ grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may ~~satisfy~~ complete the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance in less than ~~four~~ 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or ~~an alternative certificate~~ a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or ~~an alternative certificate~~ a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student ~~and, w~~ When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that ~~are~~ is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, ~~an alternative certificate~~ a certificate of attendance or completion of a General Education Development document. The continuance

of services for students with disabilities for a modified diploma, extended diploma or ~~alternative certificate~~ certificate of attendance is contingent on the IEP team determining the student’s continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form²⁴ and submitting the form to the district.

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

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

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 339.115	OAR 581-022-2010
ORS 329.045	ORS 339.505	OAR 581-022-2015
ORS 329.451	ORS 343.295	OAR 581-022-2020
ORS 329.479		OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
ORS 336.590	OAR 581-022-2005	OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

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

²⁴ Oregon Department of Education page for: [30-day notice and opt-out form](#)

OSBA Model Sample Policy

Code: IKFB
Adopted:

Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the {school} on the date selected ~~by {the Board}~~.

The {district}{school}'s valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students {in good standing¹} who have successfully completed the requirements for a high school diploma, or qualify to receive or receives a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance, including ~~{a students participating in a district sponsored alternative education program and}~~ a students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear ²“Native American ~~{or other}~~ items of cultural significance”³ ~~{³ or other items of cultural significance}~~⁴.

END OF POLICY

¹ {A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.}

² “Native American items of cultural significance” means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

³ {ORS 332.112 requires that districts allow students to wear “Native American items of cultural significance” to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.}

⁴ The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

Legal Reference(s):

[ORS 329](#).451
[ORS 332](#).107
[ORS 332](#).112
[ORS 339](#).505
[ORS 343](#).295

[ORS 659](#).850
[OAR 581](#)-021-0050
[OAR 581](#)-021-0055
[OAR 581](#)-021-0060
[OAR 581](#)-022-2000

[OAR 581](#)-022-2010
[OAR 581](#)-022-2015
[OAR 581](#)-022-2020
[OAR 581](#)-022-2505

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Kay v. David Douglas Sch. Dist. No. 40,1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Seaside School District 10

Code: JECA
Adopted: 7/26/07
Revised/Readopted: 1/18/22
Orig. Code: JECA

Admission of Resident Students

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or ~~an alternative~~ certificate of attendance.
5. 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.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.
7. The ~~Board~~ district will deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.

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

² "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

8. The ~~Board district~~ shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.

9. The ~~Board district~~ may, based on district criteria, provide alternative programs of instruction to a student ~~expelled~~ who has become a resident student and who is under expulsion from another district for a weapons policy violation.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 339.115](#)

[ORS 339.133](#)
[ORS 339.134](#)
[ORS 433.267](#)

[Senate Bill 802 \(2019\)](#)
[Senate Bill 905 \(2019\)](#)

Seaside School District 10

Code: JFE
Adopted: 7/26/07
Revised/Readopted: 1/18/22
Orig. Code: JFE

Pregnant and Parenting Students

A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities ~~unless physically unable~~. The district shall ensure that pregnant and/or parenting students receive special services as necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

~~No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.~~

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, child care, transportation, career development and health and nutrition services to pregnant and/or parenting students;
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent will develop guidelines necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

Legal Reference(s):

[ORS 336.640](#)

[OAR 581-021-0046](#)

[OAR 581-023-0100\(3\)](#)

OSBA Model Sample Policy

Code: JHCD
Adopted:

Medications**/*

{Required policy. The requirement for policy comes from ORS 339.866 (2).}

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid/CPR/AED card is required for designated personnel.

The district reserves the right to reject a request for 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 district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures 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 backup medication 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 district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

{¹} A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student’s parents or guardian.†

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.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.866 - 339.871](#)
[ORS 433.800 - 433.830](#)
[ORS 689.800](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 333-055-0000 - 0035](#)
[OAR 581-021-0037](#)

[OAR 581-022-2220](#)
[OAR 851-047-0000 - 0030](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

House Bill 1552 (2024).

¹ {The district is not required to provide or administer this medication. If the district is going to provide for, and administer this medication, this policy language is required. If the district does not intend to provide or administer this medication, there is no requirement to include this language in this policy.}

OSBA Model Sample Administrative Regulation

Code: JHCD-AR
Adopted:

Medications**/*

{Required administrative regulation. The requirement comes from ORS 339.866 (2).}

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated district personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

1. Definitions¹

- a. ["Administer" means the direct application of a drug or device whether by injection, inhalation, ingestion, or any other means, to the body of a patient or research subject by: (1) a practitioner or the practitioner's authorized agent; or (2) the patient or research subject at the direction of the practitioner. (ORS 689.005)]
- b. "Adrenal crisis" means a sudden, severe worsening of symptoms associated with adrenal insufficiency, such as severe pain in the lower back, abdomen or legs, vomiting, diarrhea, dehydration, low blood pressure or loss of consciousness. (ORS 433.800)
- c. "Adrenal insufficiency" means a hormonal disorder that occurs when the adrenal glands do not produce enough adrenal hormones. (ORS 433.800)
- d. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention. (ORS 339.866)
- e. "Delegation" means a formal delegation of a nursing procedure by a registered nurse to district personnel in accordance with the Oregon Nurse Practice Act. (OAR Chapter 851)
- f. "Designated personnel" means the school personnel designated and trained to administer medication pursuant to district policy and procedure.
- g. "Medication" means medication that is not injected; premeasured doses of epinephrine that are injected; medication that is available for treating adrenal insufficiency; and 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. "Medication" also means any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. "Medication" does not include nonprescription sunscreen. (ORS 339.866; ORS 339.867)
- h. "Nonprescription medication" means nonprescription drugs as defined in ORS 689.005, which means drugs that may be sold without prescription and that are prepackaged for use by the consumer and labeled in accordance with the requirements of the statutes and regulations of this state and the federal government. (OAR 581-021-0037)
- i. "Notice of a diagnosis of adrenal insufficiency" means written notice to the district from 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

¹ There are several laws that apply to medications in schools. Some of these laws have unique definitions that may apply in specific situations. If the applicable law uses a definition that varies from the definition here, use the definition in the law.

adrenal insufficiency crisis, and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered. (OAR 581-021-0037)

- j. [“Opioid overdose” means a medical condition that causes depressed consciousness, depressed respiratory function or the impairment of vital bodily functions as a result of ingesting opioids. (ORS 689.800)]
- k. “Prescriber²” means a “practitioner” as defined in ORS 689.005, which means a person licensed and operating within the scope of such license to prescribe, dispense, conduct research with respect to or administer drugs in the course of professional practice or research: (a) in this state; or (b) in another state or territory of the U.S. if the person does not reside in Oregon and is registered under the federal Controlled Substances Act. (OAR 581-021-0037)
- l. “Prescription medication” means a “prescription drug” as defined in ORS 689.005, which means a drug that is: required by federal law, prior to being dispensed or delivered, to be labeled with “Caution: Federal law prohibited dispensing without prescription” or “Caution: Federal law restricts this drug to use by or on the order of a licensed veterinarian”; or required by any applicable federal or state law or regulation to be dispensed on prescription only or is restricted to use by practitioners only.
- m. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, or dust. (ORS 339.866)
- n. “Short-acting opioid antagonist” means any short-acting drug approved by the U.S. Food and Drug Administration for the complete or partial reversal of an opioid overdose. (ORS 689.800)

2. Designated Staff/Training

- a. Medications, including injectable medications, may be administered by trained personnel as part of a formal delegation by a registered nurse.
- b. The principal, in consultation with the school nurse, will designate district personnel authorized to administer prescription or nonprescription medication to a student which takes into account when the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school-or district-sponsored activities, and may include when a student is in a before-school or after-school care program on school-owned property when required by law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules, policy and this administrative regulation.
- c. The district will provide staff who are designated personnel to administer prescription or nonprescription medication access to a school nurse.
- d. The principal will ensure the annual training required by Oregon law is provided to designated district personnel. Training must be conducted by a qualified trainer, which is a person who is familiar with the delivery of health services in a school setting and who is either a registered nurse licensed by the Oregon State Board of Nursing or a prescriber. District personnel designated to administer epinephrine, glucagon, and medication to treat adrenal insufficiency shall be trained using related training developed by the Oregon Health Authority (OHA). The first training and every third training thereafter shall be provided in-person³. During

² A registered nurse who is employed by a district or local public health authority to provide nursing services at a district 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 district for not more than 90 days.

³ An online training may qualify as “in-person” when these measures are met: content is provided via synchronous, interactive online sessions with a trainer and learners visible on screen; trainers must be licensed and work within their scope of practice;

- subsequent years, designated district personnel may complete an online training so long as a trainer is available following the training to answer questions and provide clarification.
- e. The training for district personnel will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, discussion of the following: safe storage, administration, handling and disposing of medications; accessibility of medication during an emergency; record keeping; whether response to medication should be monitored by designated personnel and the role of designated personnel in such monitoring; emergency medical response procedures following administration of the medication; confidentiality of health information; and assessment of gained knowledge. Training as recommended and/or approved by ODE will be used.
 - f. The district shall maintain documentation of district personnel's completion of training in accordance with OAR 166-400-0010.

3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

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

4. Administering Short-Acting Opioid Antagonists

{⁴} A short-acting opioid antagonist may be administered by any district personnel⁵ to any student or other individual, on school premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an overdose of an opioid drug.

The {principal} {or {school}{district} nurse} shall immediately notify the parent or guardian of a minor student enrolled in a school within the district when a short-acting opioid antagonist is administered to the student while at school, on school property under the jurisdiction of the district or at any activity under the jurisdiction of the district.}

The district shall provide to the parent or legal guardian of each minor student enrolled in a school in the district information regarding short-acting opioid antagonists. The information will include at least:

- a. A description of short-acting opioid antagonists and their purpose;
- b. A statement regarding, in an emergency situation, the risks of administering to an individual a short-acting opioid antagonist and the risks of not administering to an individual a short-acting opioid antagonist;
- c. A statement identifying which schools in the district, if any, have short-acting opioid antagonists, and the necessary medical supplies to administer short-acting opioid antagonists, onsite and available for emergency situations; and

and include in-person, skills demonstration for training developed by the Oregon Health Authority for epinephrine, glucagon, and for medication to treat adrenal insufficiency.

⁴ {If the district plans to provide for, and administer a short-acting opioid antagonist, this bracketed language is highly recommended. If the district does not intend to provide and/or administer this medication, there is no requirement to include this language.}

⁵ Including district personnel who have not received medication administration training.

- d. A statement that a representative of the district may administer a short-acting opioid antagonist to a student in an emergency if the student appears to be unconscious and 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 district-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and/or in transit to or from a school or a district-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 of the school the student attends will designate one or more district personnel to receive training and be responsible for administering the medication to treat adrenal insufficiency to a student in the event the student exhibits symptoms the district personnel believe in good faith indicate the student is experiencing symptoms of adrenal crisis;
- b. The designated personnel will successfully complete required training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis;
- c. The student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will develop an individualized health care plan for the student;
- 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 district 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; and
 - (b) The written instruction from the prescriber for the administration of the medication to the student that 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 from the prescriber, if any; and
 - (vii) Signature of the prescriber.

The prescription medication is provided in the original prescription packaging by the student's parent or guardian. The prescription label prepared by a pharmacist at the direction of the prescriber, will be sufficient 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:
 - (i) Provided in the original manufacturer's container by the student's parent or guardian; or
 - (ii) Is part of the district's stock medication program in compliance with the Oregon Board of Pharmacy rules including OAR 855-035-0005.
 - (c) The written instruction and permission from the student's parent or guardian for the administration of the nonprescription medication⁶ 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.

⁶ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 6.a.(2)(d).

- b. The principal or designee will require an individualized health care plan or allergy plan be developed for every student with a need to manage asthma or a known life-threatening allergy. A plan will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic responses, and 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;
- c. A student being administered a medication may be monitored by designated personnel to monitor the student's response to the medication;
- d. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- e. It is the student's parent or guardian's 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;
- f. It is the student's parent or guardian's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- g. In the event a student refuses medication, the parent or guardian will be notified immediately. No attempt will be made to administer medication to a student who refuses a medication;
- h. Any error in administration of a medication will be reported to the parent or guardian immediately and documented on a medication administration record. 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;
- i. Medication shall not be administered until the necessary permission form and written instructions have been submitted and received 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 prescription or nonprescription 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) The written permission from a parent or guardian and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma 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 district setting.

- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication⁷ and must have:
 - (a) The written permission of the student’s parent or guardian;
 - (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; 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, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school or district-sponsored activities;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

- b. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. A student 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, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- d. The sharing and/or borrowing by a student of any medication with another student is strictly prohibited^[8];
- e. The district personnel will request backup medication, when the medication is to treat a student’s asthma or severe allergy emergency, from the student’s parent or guardian. Backup medication, if provided by a student’s parent or guardian, 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;
- 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. The permission for a student to administer medication to themselves may be revoked if the student does not responsibly self-administer the medication or abuses the use of the medication as determined by district personnel;
- h. A student may be subject to discipline, up to and including expulsion, as appropriate for violations of these procedures;

⁷ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 7.a.(3).

⁸ [Except for short-acting opioid antagonists.]

- i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication[.] [;]
- j. [The district allows the application of and use by students of nonprescription sunscreen, including sunscreen that contains para-aminobenzoic acid, without any required documentation from a licensed health care professional per ORS 339.874.]

8. Handling, Monitoring and Safe Storage of Medication Supplies for Administration of Medication

- a. Any medication must be delivered to the school in its original manufacturer's or current prescription container, accompanied by the permission form and written instructions, as required above.
- b. Prescription medication must always be the most current prescription and kept in the original, labeled container.
- c. Nonprescription medication must be kept in original manufacturer's bottle or box.
- d. [Never administer medication sent to school in unlabeled containers.]
- e. [Never repackage medication into a plastic bag or other container for any reason.]
- f. [Medication in any form categorized as a sedative, stimulant, anti-convulsive, narcotic analgesic or psychotropic medication will be counted or measured by designated personnel or parent or guardian in the presence of another district employee upon receipt [and initialed by the two individuals who counted or witnessed the procedure], documented in the student's medication administration record (MAR) and routinely monitored during storage and administration. Any discrepancies will be reported to the [school][district] nurse or principal immediately and documented in the student's MAR. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.]
- g. Designated personnel will follow the written instructions of the prescriber and the student's parent or guardian, and training guidelines as may be recommended by ODE for administering all forms of prescription and/or nonprescription medications.
- h. [Medication will be secured as follows:
 - (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box in a secure area;
 - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication in a secure area;
 - (3) Access to medication storage keys will be limited to the principal and designated personnel.]
- i. [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.]
- j. When 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 immediately.

9. Emergency Response

- a. Designated personnel will immediately call 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects and allergic reactions, including the administration of epinephrine. The parent or guardian[, [school][district] nurse] and principal will be notified immediately.
- b. Adverse reactions which result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately.

- 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.
- d. Any available staff will immediately call 911 when a short-acting opioid antagonist is administered to any student or other individual on district premises.

10. Disposal of Medications

- a. ~~Medication not picked up by the student's parent or guardian, at the end of the school year, or within [five] school days of the end of the medication period, whichever is earlier,~~ will be disposed of by designated personnel in the presence of another school employee. The medication may be disposed through a designated drug take-back collection program or in a nonrecoverable fashion as follows:
 - (1) Medication will be removed from its original container and personal information will be destroyed;
 - (2) Mix with an undesirable substance, e.g., coffee grounds, used cat litter;
 - (3) Place in a plastic bag or other sealable container, e.g., such as an empty plastic container; and
 - (4) Place the sealed container with the mixture in the trash as close to garbage pickup time as possible, to prevent theft and misuse.}
- b. ~~Prescriptions will never be flushed down the toilet or drain or burnt with other waste.~~}
- c. ~~Sharps and glass will be disposed of in accordance with state guidelines.~~}
- d. ~~All medication will be disposed of by designated personnel following DEQ guidelines and documented on the student's MAR as described below.~~}

11. Transcribing, Recording and Record Keeping

- a. A medication administration record (MAR) will be maintained for each student administered medication by the district. ~~The MAR will be in paper⁹ or electronic form and will include, but not be limited to:~~
 - (1) The full name of the student, date of birth, 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. A MAR for medication administered as part of an IEP goal should be maintained in the IEP record at the end of each school year.

⁹ If a paper record is kept, the record will be documented in blue or black ink, and never in pencil or with use of white-out.

- c. All records relating to administration of medications, including permissions and written instructions, will be maintained. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- d. All records relating to the training of designated district personnel will be maintained by the district in accordance with applicable provisions of OAR 166-400-0010.
- e. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with school personnel with a legitimate educational interest in the student or others authorized by the parent or guardian in writing or others as allowed under state and federal law.

Non-liability Provisions for Administration of Prescription and Nonprescription Medications and Short-Acting Opioid Antagonists

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of nonprescription medication, if the school administrator, teacher or other school employee in good faith administers nonprescription medication to a student pursuant to written permission and instructions of the student’s parents or guardian.

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee in compliance with the instructions of a physician, physician assistant, nurse practitioner, naturopathic physician or clinical nurse specialist, in good faith administers prescription medication to a student pursuant to written permission and instructions of the student’s parents or guardian.

A person may not maintain an action for injury, death or loss that results from acts or omissions of a school administrator, teacher or other school employee during the administration of a short-acting opioid antagonist unless it is alleged and proved by the complaining party that the school administrator, teacher or other school employee was grossly negligent in administering the short-acting opioid antagonist unless other conditions exist and which are outlined in Oregon law in ORS 339.870.

The civil and criminal immunities provided for above do not apply to an act or omission accounting to gross negligence or willful and wanton misconduct.

Non-Liability Provisions for Self-Administration and Autoinjectable Epinephrine

A school administrator, school nurse, teacher or other school 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 ORS 339.866, if the school administrator, school nurse, teacher or other school employee, in compliance with the instructions of the student’s Oregon licensed health care professional, in good faith assists the student’s self-administration of the medication, if the medication is available to the student pursuant to written permission and instructions of the student’s parent, guardian or Oregon licensed health care professional.

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the use of medication if the school administrator, school nurse, teacher or other school employee in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-

administer the medication regardless of whether the student or individual has a prescription for epinephrine.

The district and the members of a district Board are not liable in a criminal action or for civil damages as a result of the use of medication if any 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, regardless of whether the student or individual has a prescription for epinephrine; and the person administered the autoinjectable epinephrine 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.

The civil and criminal immunities described above (which are identified in ORS 339.871) do not apply to an act or omission to gross negligence or willful and wanton misconduct.†

RESOLUTION NO. 6

A RESOLUTION OF SEASIDE SCHOOL DISTRICT NO. 10 AUTHORIZING TAX AND REVENUE ANTICIPATION NOTES, AND RELATED MATTERS.

Section 1. Findings

The Board of Directors of Seaside School District No. 10, located in Clatsop County, Oregon (the "District") finds:

(1) Cash flow deficits are expected to arise in fiscal year 2025-26, and it is desirable to authorize the District to respond to those cash flow deficits by issuing one or more tax and revenue anticipation notes in an aggregate principal amount of not more than three million seven hundred thirty thousand dollars (\$3,730,000).

(2) Oregon Revised Statutes ("ORS") Section 287A.180 authorizes the District to borrow money in anticipation of tax revenues or other moneys by issuing notes, so long as: a) the principal amount of the notes does not exceed 80% of the taxes or other revenues, except grant moneys, that the District has budgeted or otherwise reasonably expects to have available to pay the notes, and b) the notes mature within 13 months after they are issued.

Section 2. Notes Authorized

The District is hereby authorized to issue one or more tax and revenue anticipation notes (the "Notes") for the above purposes and, pursuant to ORS 287A.300(2), to pay costs related to the Notes. The aggregate principal amount of the Notes shall not exceed three million seven hundred thirty thousand dollars (\$3,730,000). The Notes shall be issued pursuant to ORS Sections 287A.180, 328.565(2), and the other relevant provisions of ORS Chapter 287A and as provided in this resolution. The Notes may be issued in the form of financing agreements, lines of credit, credit facilities or other structures.

Section 3. Security

Pursuant to ORS 287A.180(2)(a) and ORS 287A.315, the District may pledge its full faith and credit and taxing power within the limitations of Sections 11 and 11b of Article XI of the Oregon Constitution to pay the amounts due under the Notes. The District may pay the amounts due under the Notes from any and all of its legally available taxes and other funds.

Section 4. Delegation

The Chair, Superintendent, Business Manager or the designee of any of those officials (each of whom is referred to herein as a "District Official") is hereby authorized, on behalf of the District and without further action by the Board, to:

(1) Negotiate, execute and deliver Notes and purchase agreements related to the Notes. Subject to the limitations of this resolution, the Notes and purchase

agreements may be in such form and contain such terms as the District Official may approve.

- (2) Determine the final principal amounts, interest rates, payment dates, prepayment rights and all other terms of the Notes.
- (3) Select one or more commercial banks or other lenders to purchase the Notes.
- (4) Enter into covenants for the benefit of the lenders that the District Official determines are desirable to obtain favorable terms for the Notes.
- (5) Determine whether the Notes will bear interest that is excludable from gross income under the Internal Revenue Code of 1986, as amended, or is includable in gross income under the code. If the Notes bear interest that is excludable from gross income under the code, the District Official may enter into covenants to maintain the excludability of interest on the Notes from gross income.
- (6) Designate the Notes as “qualified tax-exempt obligations” pursuant to Section 265(b)(3) of the code, if applicable.
- (7) Execute and deliver any other certificates or documents and take any other actions which the District Official determines are desirable to carry out this resolution.

Section 5. Professionals

The District hereby affirms Hawkins Delafield & Wood LLP as bond counsel for the issuance of the Notes and Piper Sandler & Co. as placement agent.

ADOPTED by the Board of Directors of Seaside School District No. 10, located in Clatsop County, Oregon this 17th day of June, 2025.

**SEASIDE SCHOOL DISTRICT NO. 10
CLASTOP COUNTY, OREGON**

By: _____
Chair

ATTEST:

By: _____
Superintendent

**Seaside School District 10
2025-2026 Designations**

1) CHIEF ADMINISTRATIVE OFFICER (ORS 332.515)

Susan Penrod , thereby becomes School District Clerk

2) BUSINESS MANAGER AND DEPUTY CLERK

Toni Vandershule

3) CUSTODIAN OF FUNDS AND AUTHORIZE THE FACSIMILE SIGNATURE OF THE CUSTODIAN OF FUNDS (ORS 328.441, 328.445)

Susan Penrod
Toni Vandershule

4) ESTABLISH BORROWING LIMIT FOR CUSTODIAN OF FUNDS (\$200,000)

Authorizes the Custodian of Funds to borrow when necessary to the bonding limit.

5) BUDGET OFFICER (ORS 294.331)

Susan Penrod

6) SYSTEM FOR AWARDS MANAGEMENT (SAM) ENTITY ADMINISTRATOR

Susan Penrod

7) REGULAR MONTHLY BOARD MEETING — (see attached schedule)

8) DEPOSITORIES FOR SCHOOL FUNDS (ORS 328.441, 294.805-895)

US Bank – Seaside Branch
Umpqua Bank – Seaside Branch
Local Government Investment Pool – State of Oregon
Fibre Federal Credit Union – Seaside Branch

9) CONFIDENTIAL EMPLOYEES

Supervisors: Charles (Chuck) Loesch, Jessica Smith, Kenneth (Jack) Walker, Chris Peters
District Office Confidential Staff: Janeigh Bettis, Susanna Fry, Leslie Garvin, Amy Santilli, Stephanie Wheatley

10) OFFICIAL NEWSPAPER

The Astorian
The Oregonian

11) OFFICIAL AUDITORS

Pauly, Rogers, and Co., P.C.

12) PAYMENT ON CONTRACTS (ORS 325.075 (3))

The Board authorizes the Superintendent or designee to enter into and approve payment on contracts for products, materials, supplies, capital outlay, equipment and services that are within appropriations made by the District School Board pursuant to ORS 294.435.

13) HEARINGS OFFICER

The Board delegates authority to the Superintendent or the Superintendent's designee, to act as the Hearings Officer in matters regarding student expulsions.

14) FOOD SERVICE PROGRAM

The District selects the offer versus serve option when serving lunch (National School Lunch Program) and breakfast (School Breakfast Program) to students. The District may also participate in the Summer Food Lunch Program. The Board authorizes the continuation of the Oregon Provision Program at all District schools.

15) BREAKFAST AND LUNCH PRICES

**Breakfast at Pacific Ridge Elementary School - No Charge (Oregon Provision Program)
Breakfast at Seaside Middle School; Seaside High School – No Charge (Oregon Provision Program)
Reduced Breakfast - No Charge (Oregon Provision Program)**

**Lunch at Pacific Ridge Elementary School - No Charge (Oregon Provision Program)
Lunch at Seaside Middle School; Seaside High School – No Charge (Oregon Provision Program)
Reduced Lunch - No Charge (Oregon Provision Program)**

Student Milk – No Charge (General Fund)

**Adult Lunch - \$5.00
Adult Breakfast – \$3.00
Adult Milk - \$.50**

SEASIDE SCHOOL DISTRICT 10

2025-2026 School Board Meeting Schedule

July 15, 2025	(third Tuesday, 6:00 pm)
August 19, 2025	(third Tuesday, 6:00 pm)
September 16, 2025	(third Tuesday, 6:00 pm)
October 21, 2025	(third Tuesday, 6:00 pm)
November 18, 2025	(third Tuesday, 6:00 pm)
December 11, 2025	(<i>second Thursday</i> , 6:00 pm)
January 20, 2026	(third Tuesday, 6:00 pm)
February 17, 2026	(third Tuesday, 6:00 pm)
March 17, 2026	(third Tuesday, 6:00 pm)
April 21, 2026	(third Tuesday, 6:00 pm)
May 19, 2026	(third Tuesday, 6:00 pm)
June 16, 2026	(third Tuesday, 6:00 pm)

June 3rd, 2025

DISPOSAL OF DISTRICT PROPERTY

The Technology Services department is requesting that the Board declare the following obsolete or irreparable items as surplus property and authorize their disposal.

- 59 Chromebooks
- 24 Desktops
- 7 Monitors
- 3 Printers

These items have reached the end of their useful life with the district and have already been replaced. Due to their age or condition, they have no residual value. Some reusable components have been salvaged from them to build up a parts inventory for future repairs. The remainder will be disposed of through established electronics recycling facilities. All storage drives will be sanitized to ensure that no student or staff PII is accidentally leaked.



Jack Walker
Technology Coordinator

2600 Spruce Drive, Suite 100
Seaside, OR 97138
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F: 503.738.3471
www.seaside.k12.or.us

ADMINISTRATION
Susan Penrod, Superintendent
Toni Vandershule, Business Manager
Cate Blakesley, Director of Curriculum & Instruction
Jenny Risner, Director of Special Services



Pacific Ridge Elementary
Seaside Middle School
Seaside High School

BOARD OF DIRECTORS
Brian Taylor, Chair
Michelle Hawken, Vice-Chair
Chris Corder
Katherine Davidson
Sondra Gomez
Kevin LaCoste
Shannon Swedenborg

SUPERINTENDENT EVALUATION SUMMARY 2025

Presented to Superintendent Susan Penrod on May 20, 2025

The Board of Directors of the Seaside School District has completed the annual evaluation of Superintendent Susan Penrod for the 2024-2025 school year. Six out of the seven board members have served on the board for at least one year and have been able to observe and be a part of the successes achieved this year.

The Evaluation focused on eight professional standards and the superintendent's goals.

Regarding the eight professional standards, the Board determined that Superintendent Penrod's performance was exemplary in the areas of *Culturally Responsive Instructional Leadership & Improvement, Policy Governance & Advocacy, and Ethics & Professional Norms*. In the areas of *Visionary District Leadership, Inclusive District Culture, and Communications & Community Relations* the Board felt performance was highly effective. *Effective Financial Management* and *Effective Organizational Management* all received a rating of above average.

The Board determined that Superintendent Penrod has done an outstanding job of moving forward with goals she set in June of last year. The Capital Improvement Goal including design and construction of a new softball field was rated perfect. Developing a district-wide instructional framework was rated highly effective. The research and development of a Seaside School District Foundation is in process and received a rating of above average.

The Board and superintendent chose to distribute a targeted feedback survey to selected members of staff and community for feedback on the superintendent's performance. The results of this survey were one source of data in the consideration of performance of the superintendent. The results of the feedback reflect that the Superintendent is student focused, has a strong board-superintendent relationship, collaborates with community organizations, and gives teachers professional freedoms. Areas identified for improvement are in communication of the district strategic plan.

The Board will be working with Superintendent Penrod over the next several weeks to develop goals for the superintendent which are aligned with our district goals and look forward to working together to continue the success of our district.

Respectfully,

Seaside School District Board of Directors - Brian Taylor, Chris Corder, Katherine Davidson, Sondra Gomez, Michelle Hawken, Kevin LaCoste, and Shannon Swedenborg

Brian Taylor, Board Chair

Susan Penrod, Superintendent

Date

Date

OSBA Model Sample Administrative Regulation

Code: IIA-AR(5)
Revised/Reviewed:

Request for Reconsideration of Instructional or Library Materials Form

(Submit to ~~Superintendent~~(Principal))

{Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents/guardians have the final decision in what their child is reading. When materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.}

Please complete this form in its entirety for consideration. This document will become a public record and is subject to public records requests.

Requests for reconsideration will be processed in accordance with the following:

1. Core instructional materials: IIA-AR(2) - Reconsideration of Core Instructional Materials
2. Supplemental instructional materials: IIA-AR(3) - Reconsideration of Supplemental Instructional Materials
3. School and classroom library materials: IIA-AR(4) - Reconsideration of School or Classroom Library Materials

People who wish to file a request for reconsideration of {supplemental and/or school or classroom library materials} must follow the informal process for concerns related to those instructional materials prior to filing this request for reconsideration.

Request initiated by: _____ Phone _____

Address _____ City _____ Zip _____

Email: _____

Book or other material:

Title: _____ Author _____

Publisher: _____ Publication Date: _____

Type of material: Article Audio recording Book Textbook Video Website

Other: _____

Producer/Source (if known): _____

Please respond to the following questions.

1. Did you discuss your concerns with the teacher or other involved staff? Yes No

If no, you must first discuss your concerns with the teacher or other involved staff before filing a request for reconsideration.

If yes, on what date? _____

Please provide a summary of the conversation: _____

What is the name of the staff member(s)? _____

2. Did you review the entire material? Yes No

If not, what sections did you review? _____

3. How was the material acquired by the student (i.e., required reading, free choice selection, etc.)?

4. To what in the material do you object and why? (Please be specific and cite pages, frames, etc.)

5. What material do you recommend in its place which would provide information on the subject?

6. What action are you requesting the reconsideration committee consider? _____

7. Do you wish to provide oral or written testimony to the reconsideration committee?
 Yes, oral testimony Yes, written testimony No

If yes, please call the superintendent's ~~principal's~~ office at 503-738-5591 ~~_____~~.

Signature

Date

Received by superintendent ~~principal~~: _____

Date

References:

OSBA Model Sample Administrative Regulation

Code: JFE-AR
Revised/Reviewed:

Individualized Plan for Pregnant and/or Parenting ~~Teens~~ Students

District _____ Date _____

School _____

Student Information

Student name: _____

Age: _____ Date of birth: _____

Pregnant? Yes No Due date: _____

Parenting? Yes No No. of children: _____ Ages: _____

Living situation: _____

Sources of financial support: _____

Education status: Grade completed 6 7 8 9 10 11 12

On track for graduation? Yes No Number of credits ~~behind~~ needed to be on track? _____

Date of enrollment in individualized plan: _____

Program Information

Check whether service is to be provided and paid for by family, school or agency. If agency, please indicate source. Briefly describe service to be provided.

Education

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Transportation

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Child Care

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Life Skills Training

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Parenting Education

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Career Development

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Health and Nutrition Services

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Counseling

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Other Social Services

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

I have been informed of the services available for pregnant and/or parenting students in the district and I have received information about the availability of resources provided by other agencies, including health and social services.

Signature of student

Date

Signature of parent/guardian

Date

Signature of school representative

Date

Termination Data

Date of termination from program: _____

Reason (check one): Nonattendance Moved Completed diploma¹ Completed GED
 Returned to regular school program
 Other _____

Comments: _____

¹ A “diploma,” as it pertains to Board policy JFE – Pregnant and/or Parenting Students, means a diploma, a modified diploma, or an extended diploma, ~~or an alternative certificate.~~