



Klamath Falls City Schools

100% Graduation is Our Expectation!

MISSION: 100% GRADUATION IS OUR EXPECTATION

VISION: Dedicated to helping all students do their best work and become their best selves.

AIMS

- (1) Best Work (2) Best Selves (3) Operational Excellence**

DOCKET OF BUSINESS

March 14, 2022

Klamath Falls City Schools Virtual

#SPECIAL MEETING#

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. If you wish to address the board, please complete the "Intent to Speak" form and submit it to the board secretary. When you address the board please state your name and address, and limit your commentary to three minutes. The board will listen to all remarks but will not respond to them at this time. Are there any members of the audience who submitted an Intent to Speak form?

1. PRELIMINARY BUSINESS

1. Call to Order

Lori Theros, Chair

2. Roll Call

Lori Theros, Chair

3. Public Welcome & Public Comment

Lori Theros, Chair

The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments which have been added into the official record.

4. Superintendent's Comments

Keith A. Brown, Superintendent

5. Gifts to the District

Lori Theros, Chair

NARRATIVE

BACKGROUND

The following have made donations to the district:

- David and Sheila Scott made a donation of \$5,000 to Mills Elementary School, which was then matched by Benevity Community Impact Fund.
- ECI received a \$500 donation from the Quota Club of Klamath Falls.

2. CONSENT AGENDA

1. Approval of February 14, 2022 General Board Meeting Minutes

Lori Theros, Chair

2. Approval of Current Agenda

Lori Theros, Chair

3. Approval of Personnel Agenda

Renee Clark, Director of Human Resources

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NARRATIVE

BACKGROUND

The administration recommends approval of the following retirements/resignations of certified staff for the 2021-2022 school year.

Name/School	Position/FTE	Resignation Date
Scott Mason, KU	Asst. Principal & Athletic Director 1.0 FTE	6/30/2022
Laurie Slaughter, Ponderosa	Teacher 1.0 FTE	6/17/2022
Evan Mortenson, Ponderosa	Teacher 1.0 FTE	6/30/2022
Braden Cervantes, Mills	Teacher 1.0 FTE	6/30/2022 Has been on a LOA
Aaron Croxford, Transitions	Teacher 1.0 FTE	3/18/2022 (was originally 6/30/2022)

Renewal/Non-Renewal list is presented as an attachment

PERSONNEL**Licensed Personnel**

1. **ORS 342.513 - Renewal or non-renewal of contracts for following year.** (1) each district school board shall give written notice of the renewal or non-renewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers.

In compliance with ORS 342.513, the superintendent recommends that the board vote to renew the probationary contracts for the following probationary teachers for the 2022-2023 school year:

COMPLETING FIRST YEAR OF PROBATION:

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
Timothy	Beck	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Gerard	Collins	CURRICULUM	Federal Programs Coordinator	1
Devyn	Corey	SPECIAL EDUCATION	SLP	1
Joni	Cox	SPECIAL EDUCATION	SPED Teacher	1
Tori	Doddridge	EARLY CHILDHOOD INTERVENTION	MENTAL HEALTH SPECIALIST	1
Brian	Ellis	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1
Tristsa	Everett	MILLS ELEMENTARY SCHOOL	SPED Teacher	1
Mary	Gonzalez	SPECIAL EDUCATION	SPED Teacher	1
John	Goold	KLAMATH UNION HIGH SCHOOL	SPED Teacher	1
Megan	Grayson	EARLY CHILDHOOD INTERVENTION	Sped Specialist	0.5
Susan	Green	SPECIAL EDUCATION	SLP	1
Mari	Griffith	EARLY CHILDHOOD INTERVENTION	Teacher	0.5
Amy	Hill	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Jennifer	Johnson	PONDEROSA MIDDLE SCHOOL	Teacher	1
Kori	Jones	ROOSEVELT ELEMENTARY SCHOOL	SPED Teacher	1
David	McNelly	KLAMATH LEARNING CENTER	SPED Teacher	1
Trudy	Metcalf	KHLA	Teacher	1
Joshua	Overstreet	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Michael	Parras	PONDEROSA MIDDLE SCHOOL	SPED Teacher	1
Kayla	Pershall	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1

Ashley	Sacco	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1
Jeff	Sparks	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Anna	Taylor	KHLA	Teacher	0.5
Amanda	Thompson	PONDEROSA MIDDLE SCHOOL	SPED Teacher	1
Melinda	Waggoner	CONGER ELEMENTARY SCHOOL	Elementary Teacher	1

COMPLETING SECOND YEAR OF PROBATION:

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
Brian	Bailey	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Kyla	Barleen	PONDEROSA MIDDLE SCHOOL	SPED Teacher	1
Tara	Cramer	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Brent	Hakanson	KLAMATH UNION HIGH SCHOOL	Music Teacher	0.625
Deanna	Harris	PELICAN ELEMENTARY SCHOOL	K-5 MTSS Coordinator	0.5
Cynthia	Holland	KLAMATH UNION HIGH SCHOOL	SPED Teacher	1
Melinda	Jones	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Jesse	Mangan	EARLY CHILDHOOD INTERVENTION	Teacher	1
Veronica	Najar	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Ashley	Netz	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Alicia	Osborn	EARLY CHILDHOOD INTERVENTION	Teacher	1
Charlotte	Scarborough	MILLS ELEMENTARY SCHOOL	SPED Teacher	1
Pamela	Shannon	KLAMATH LEARNING CENTER	Teacher	0.5
Olivia	Sparks	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Jennifer	Spicher	KLAMATH UNION HIGH SCHOOL	Counselor	1
Susan	Walker	KLAMATH LEARNING CENTER	Teacher	0.5

COMPLETING THIRD YEAR OF PROBATION:

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
Gabriel	Cervantes	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1
Sabrina	Chase	SPECIAL EDUCATION	SPED Coordinator	1
Brittany	Clark	PONDEROSA MIDDLE SCHOOL	Counselor	1
Larissa	Fain	PONDEROSA MIDDLE SCHOOL	SPED Nurse	1
Allen	Haugh	KLAMATH UNION HIGH SCHOOL	Music Teacher	1
Elizabeth	Haugh	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Gabrielle	Miller	KLAMATH HOME LEARNING	Teacher	0.5
Brent	Nichols	KLAMATH LEARNING CENTER	Teacher	1
Becca	Oosterman	ROOSEVELT ELEMENTARY SCHOOL	Kindergarten Teacher	1
Jennifer	Sausser	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Heather	Shaffer	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Ashley	Spivey	EARLY CHILDHOOD INTERVENTION	Teacher	1
Leah	Wahl	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Katie	Wirth	EARLY CHILDHOOD INTERVENTION	ECI Teacher	1
Joan	Baker	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1

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2. The superintendent recommends that the board vote to extend two-year contracts of the following District contract teachers.

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
Brett	Aakre	PONDEROSA MIDDLE SCHOOL	Music Teacher	1
Margie	Altorfer	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Matthew	Andrade	KLAMATH BASIN BEHAVIORAL HEALTH	Teacher	1
Katie	Balsz	EARLY CHILDHOOD INTERVENTION	Teacher	1
Amanda	Blake	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Kari	Blauser	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1

Susan	Bollinger	CONGER ELEMENTARY SCHOOL	Elementary Teacher	1
Matthew	Buchan	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Kristin	Butler	MILLS ELEMENTARY SCHOOL	K-2 MTSS Coordinator	0.5
Kristin	Butler	MILLS ELEMENTARY SCHOOL	K-5 MTSS Coordinator	0.5
Haley	Butler	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Cathleen	Cahill-Durst	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Stephen	Caldwell	KLAMATH LEARNING CENTER	Teacher	1
Jonathan	Chenjeri	KLAMATH UNION HIGH SCHOOL	Teacher	1
Gian	Christmas	CONGER ELEMENTARY SCHOOL	Elementary Teacher	1
Robert	Coffman	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Triann	Coker	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Jane	Cole	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Justin	Coulter	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Bret	Crawford	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Lana	Crumrine	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Alissa	Cruz	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Stephanie	Dahm	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1
Nikkaya	Delgado	KLAMATH UNION HIGH SCHOOL	SPED Teacher	1
Michelle	Distefano	CONGER ELEMENTARY SCHOOL	SPED Teacher	1
Erin	Dodson	KLAMATH BASIN BEHAVIORAL HEALTH	Teacher	1
Kimberly	Dunaway	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1
Marvin	Dykstra	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Madaline	Elliott	CONGER ELEMENTARY SCHOOL	Elementary Teacher	1
Nathaniel	Ellis	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Kendra	Fields	CONGER ELEMENTARY SCHOOL	RTI Lead	0.5
Kendra	Fields	CONGER ELEMENTARY SCHOOL	K-2 MTSS Coordinator	0.5
Rachelle	Gaede	CONGER ELEMENTARY SCHOOL	Elementary Teacher	1
Brent	Glidden	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Shari	Glidden	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Tanner	Glidden	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Wendy	Glidden	EARLY CHILDHOOD INTERVENTION	SPED Teacher	1
Joelene	Grande	PELICAN ELEMENTARY SCHOOL	Dean of Students	1
Natalie	Griffin	EARLY CHILDHOOD INTERVENTION	Speech Language Pathologist	1
Lenora	Grounds	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1

Regina	Haney	KLAMATH UNION HIGH SCHOOL	SPED Teacher	1
Stacia	Hanson	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Gretchen	Harwood	CONGER ELEMENTARY SCHOOL	Music Teacher	1
Jeffery	Haudenschild	MILLS ELEMENTARY SCHOOL	Dean of Students	1
Emilie	Hedlund	EARLY CHILDHOOD INTERVENTION	SPED Teacher	0.5
Matthew	Hill	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
John	Huntsman	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Tracy	Iams	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Lindsay	James	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Mandy	Johnson	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Sara	Johnson	CONGER ELEMENTARY SCHOOL	Dean of Students	1
Adam	Kallstrom	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Calandra	Kallstrom	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Shannon	Kappas	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	0.5
Shannon	Kappas	PELICAN ELEMENTARY SCHOOL	K-2 MTSS Coordinator	0.5
Alice	Kennedy	SPECIAL EDUCATION	Speech Language Pathologist	1
Zachary	Kern	CONGER ELEMENTARY SCHOOL	Elementary Teacher	1
Rhiannon	Kerr	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Christine	Klauder	CONGER ELEMENTARY SCHOOL	Elementary Teacher	1
Casey	Kliewer	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Jerald	Knodel	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Gretchen	Knutson	SPECIAL EDUCATION	SPED Teacher	1
Dusti	Krueger	CONGER ELEMENTARY SCHOOL	Elementary Teacher	1
Sasheena	Kurfman	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Jennifer	Laitinen	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Cynthia	Landrum	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Drew	Langley	ROOSEVELT ELEMENTARY SCHOOL	Music Teacher	1
Sara	Lautenschlager	SPECIAL EDUCATION	SPED Teacher	1
Susan	Lawrie	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1
Kurt	Lonner	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Charlene	Loughlin	PELICAN ELEMENTARY SCHOOL	SPED Teacher	1
Michael	Luce	KLAMATH BASIN BEHAVIORAL HEALTH	SPED Teacher	1
Holly	Mancebo	PELICAN ELEMENTARY SCHOOL	Dean of Students	1
Karley	Marshall	KLAMATH UNION HIGH SCHOOL	High School Teacher	1

Julie	Mccalister	MILLS ELEMENTARY SCHOOL	Teacher	1
Abigail	Mcclary	CONGER ELEMENTARY SCHOOL	Teacher	1
Jared	Mccleve	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Ashley	Mcperson	CONGER ELEMENTARY SCHOOL	Elementary Teacher	1
Kayla	Mcperson	MILLS ELEMENTARY SCHOOL	Music Teacher	1
Elaine	Meis	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Catherine	Meyer	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1
Ryan	Millsap	PONDEROSA MIDDLE SCHOOL	Dean of Students	1
Rebecca	Morehouse	ROOSEVELT ELEMENTARY SCHOOL	Dean of Students	1
Johanna	Morris	EARLY CHILDHOOD INTERVENTION	Teacher	1
Lisa	Najar	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Johnnie	Najar Ii	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Lisa	Nelson	EARLY CHILDHOOD INTERVENTION	SPED Teacher	1
Elizabeth	Neuman	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Katherine	Ogborn	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1
Michael	Overstreet	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Kelly	Phillips	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Rebecca	Pierce	KLAMATH UNION HIGH SCHOOL	Counselor	1
Elizabeth	Pratt	MILLS ELEMENTARY SCHOOL	Elementary Teacher	1
Susan	Pruna	KLAMATH UNION HIGH SCHOOL	EL Teacher	1
Cindy	Quick	CONGER ELEMENTARY SCHOOL	SPED Teacher	1
Francisco	Rico	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Jeffrey	Robo	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Trevor	Rokosky	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Gianna	Row	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Nancy	Rupp	EARLY CHILDHOOD INTERVENTION	SPED Teacher	1
Melody	Schaeffer	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	0.5
Kendra	Schroeder	EARLY CHILDHOOD INTERVENTION	SPED Teacher	1
Kelly	Shadley	CONGER ELEMENTARY SCHOOL	2nd Grade Teacher	1
Thomas	Smith	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Dena	Solyst	SPECIAL EDUCATION	SPED Teacher	1
Christine	Sreniawski	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Erin	Stacey	KLAMATH HOME LEARNING	Teacher	0.5
Erin	Stacey	PONDEROSA MIDDLE SCHOOL	Teacher	0.5

Daniel	Stearns	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Kendra	Stevens	SPECIAL EDUCATION	SLP	1
Lindsay	Stratton	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Amy	Susee	KLAMATH LEARNING CENTER	Teacher	1
Lisa	Sweat	EARLY CHILDHOOD INTERVENTION	Speech Language Pathologist	1
Joanne	Swisher	KLAMATH UNION HIGH SCHOOL	SPED Nurse	1
William	Todd	KLAMATH UNION HIGH SCHOOL	High School Teacher	1
Amanda	Trumbull	ROOSEVELT ELEMENTARY SCHOOL	Elementary Teacher	1
Beatriz	Ulloa	EARLY CHILDHOOD INTERVENTION	SPED Teacher	1
Joel	Woodley	PONDEROSA MIDDLE SCHOOL	Middle School Teacher	1
Chelsea	Woods	MILLS ELEMENTARY SCHOOL	K-2 MTSS Coordinator	0.5
Chelsea	Woods	MILLS ELEMENTARY SCHOOL	K-5 MTSS Coordinator	0.5
Kristine	Woodwick	CONGER ELEMENTARY SCHOOL	Elementary Teacher	1
Sandy	Yazzie	KLAMATH UNION HIGH SCHOOL	Dean of Students	1
Katie	Zemke	PELICAN ELEMENTARY SCHOOL	Elementary Teacher	1

3. In compliance with ORS 342.513, the superintendent recommends that the board vote to renew the probationary contracts for the following probationary administrators for the 2022–2023 school year:

COMPLETING FIRST YEAR OF PROBATION:

Will be in 2nd yr. probationary contract for the 2022-2023 School Yr.

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
Scott	Olsen	PONDEROSA MIDDLE SCHOOL	Assistant Principal	1
Jeanne	Morgan	DO - PERSONNEL	Director of Business Affairs	1

COMPLETING SECOND YEAR OF PROBATION:

Will be in 3rd yr. probationary contract for the 2022-2023 School Yr.

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
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none

COMPLETING THIRD YEAR OF PROBATION:

2023 School Yr.

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
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Jacqueline	Brandow	KLAMATH UNION HIGH SCHOOL	Assistant Principal	1	
Renee	Clark	DO - PERSONNEL	Human Resources Director	1	10
Louis	Dix	ROOSEVELT ELEMENTARY SCHOOL	Principal	1	

4. In compliance with ORS 342.845, the superintendent recommends the board vote to issue a new three-year contract (2022 – 2025) to the following administrators:

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
Fred	Bartels	CURRICULUM	Director of School Improvement	1
Jacqueline	Brandow	KLAMATH UNION HIGH SCHOOL	Assistant Principal	1
Renee	Clark	DO - PERSONNEL	Human Resources Director	1
Louis	Dix	ROOSEVELT ELEMENTARY SCHOOL	Principal	1
Dena	Haudenschild	EARLY CHILDHOOD INTERVENTION	Special Programs Principal	1
Brett	Lemieux	PONDEROSA MIDDLE SCHOOL	Assistant Principal	1
Michelle	McCabe Straus	PELICAN ELEMENTARY SCHOOL	Principal	1
Joel	Sauter	MILLS ELEMENTARY SCHOOL	Principal	1

5. The administration recommends the following administrators not be re-employed at this time for the 2022- 2023 school year due to a temporary contract for the 2021-2022 school year:

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
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none

6. The administration recommends the following retired teacher not be re-employed at this time for the 2022 - 2023 school year:

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
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none

7. The administration recommends the following teachers/nurses not be re-employed as for the 2022 – 2023 school year due to temporary contracts for the 2021-2022 school year.

FIRST NAME	LAST NAME	BUILDING	ASSIGNMENT	FTE
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Christina	Mark	CONGER ELEMENTARY SCHOOL	Elementary Teacher	0.5
Maureen	Lundy	CURRICULUM	KHLA - MTSS Instruction	1
Gerald	Lemieux	PELICAN ELEMENTARY SCHOOL	Music Teacher	0.3
Brenda	Jensen	EARLY CHILDHOOD INTERVENTION	SLP	0.4

3. **REPORTS**

1. Monthly Financial Report

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Jeanne Morgan, Business Manager

NARRATIVE

BACKGROUND

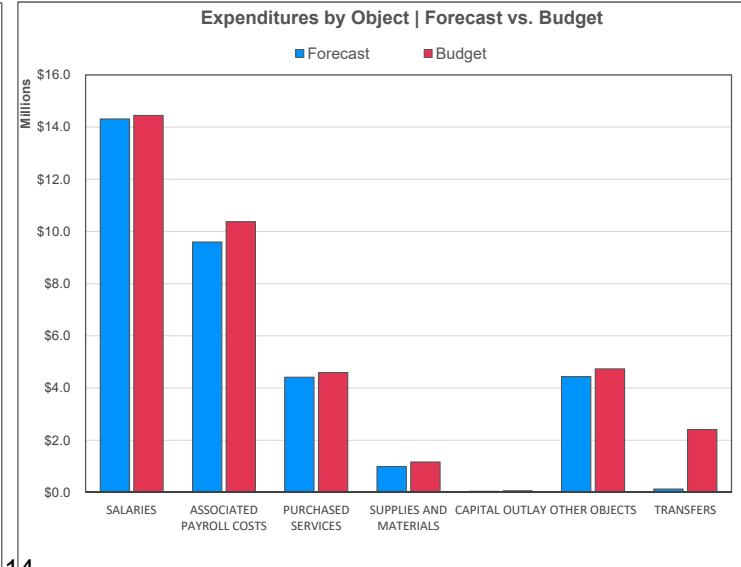
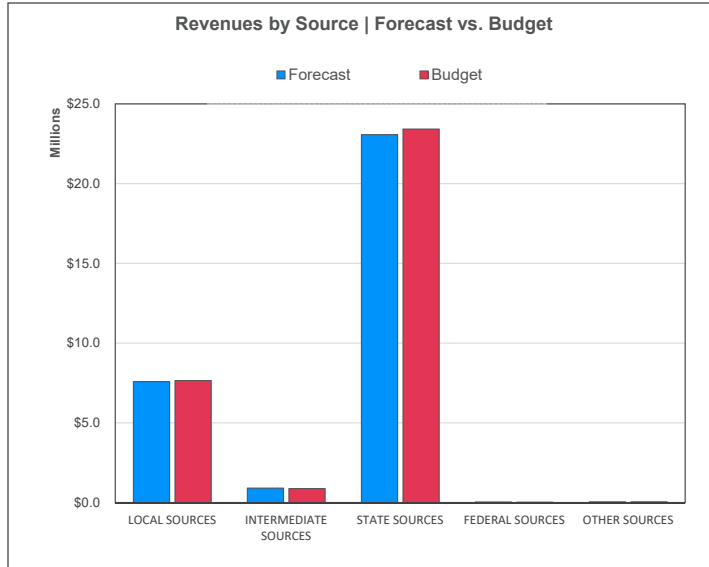
A 2021-2022 revenue and expenditure summary report/projection that includes transactions through February 28, 2022 is attached. Please note the beginning fund balance is now an audited amount, and will not change.

100 General Fund | Financial Projection by Object

For the Period Ending February 28, 2022

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Annual Forecast	Variance Fav / (Unfav)
RESOURCES						
Operating Revenues						
Local Sources	\$ 6,360,926	\$ 7,653,170	\$ 6,814,085	89.04%	\$ 7,589,829	\$ (63,341)
Intermediate Sources	393,052	880,000	373,349	42.43%	914,360	34,360
State Sources	18,402,038	23,418,490	17,175,457	73.34%	23,064,156	(354,334)
Federal Sources	658	35,000	1,442	4.12%	36,442	1,442
Other Sources	30,422	52,500	2,430	4.63%	53,145	645
Total Operating Revenues	\$ 25,187,096	\$ 32,039,160	\$ 24,366,763	76.05%	\$ 31,657,931	\$ (381,229)
Beginning Fund Balance	6,017,653	5,745,554	7,987,330	139.02%	7,987,330	2,241,776
TOTAL RESOURCES	\$ 31,204,749	\$ 37,784,714	\$ 32,354,093	85.63%	\$ 39,645,261	\$ 1,860,547
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 8,198,240	\$ 14,447,967	\$ 8,008,810	55.43%	\$ 14,309,845	\$ 138,122
Associated Payroll Costs	5,840,891	10,376,583	5,155,503	49.68%	9,592,169	784,414
Purchased Services	2,098,260	4,594,276	2,533,522	55.15%	4,415,062	179,214
Supplies and Materials	404,112	1,166,895	553,677	47.45%	993,533	173,362
Capital Outlay	9,887	62,000	16,807	27.11%	43,007	18,993
Other Objects	517,938	4,731,111	4,310,826	91.12%	4,436,505	294,606
Transfers	-	2,405,882	-	0.00%	125,754	2,280,128
Total Operating Expenditures	\$ 17,069,327	\$ 37,784,714	\$ 20,579,145	54.46%	\$ 33,915,874	\$ 3,868,839
Contingencies	-	2,280,128	-	0.00%	-	2,280,128
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 17,069,327	\$ 40,064,842	\$ 20,579,145	51.36%	\$ 33,915,874	\$ 6,148,967
Ending Fund Balance					\$ 5,729,387	
OPERATING SURPLUS / (DEFICIT)	\$ 8,117,769	\$ (5,745,554)	\$ 3,787,618		\$ (2,257,943)	\$ (4,250,068)

(Operating Revenue less Operating Expenses)



2. Pelican Babies/Teen Parent Program and CLCC annual presentations
Trudy Willhite, Pelican Babies & Bill Patterson, CLCC

NARRATIVE

BACKGROUND

Annual presentation to the KFCS Board of Education

3. KFCS Board of Education Negotiation Representative
Renee Clark, Director of Human Resources

4. **NEW BUSINESS/ACTION ITEMS**

1. First Reading of New and Revised Policies

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NARRATIVE

BACKGROUND

ACB - Every Student Belongs: In September 2020, the Oregon State Board of Education passed OAR 581-022-2312, called All Students Belong. As a result, OSBA released new policy ACB and an accompanying AR in October 2020. In February 2021, the Oregon State Board of Education made some adjustments, including changing the title to Every Student Belongs. Later in 2021, the Oregon Legislature passed House Bill 2697 which addresses similar issues, but uses different language. Finally, in October 2021, the Oregon State Board of Education amended the language in the rule to more closely match the statutory language.

ACB-AR - Bias Complaint Procedure: Same reason for the changes in this policy as those above.

DH Loss Coverage: Policy DH, previously titled Bonded Employees and Officers, has been updated to Loss Coverage and language revised to reflect current terms and practices.

EEA-AR - School Bus Scheduling and Routing: Policy EEAB - School Bus Scheduling and Routing has been recoded to EEA-AR and is now an administrative regulation to policy EEA - Student Transportation Services. Additionally, language referencing staff personal use of school buses for transportation has been removed to avoid potential tax implications or ethics violations. ***Does not require board vote, being provided as information only.***

GBA-AR Veterans' Preference- Senate Bill 184 (2021) modified ORS 408.230 to replace use of the term 'preference points' with percentage points for application of a veterans' preference during the screening (if applicable), interviewing and appointing process for a public employer. The bill also added criteria in ORS 408.235 for additional circumstances for which an employer may treat an individual as a veteran or a disabled veteran. ***Does not require board vote, being provided as information only.***

GBL - Personnel Records: After review of model sample policies GBL and GBLA, it was decided to combine the two policies. The resulting changes are proposed in this issue which includes the deletion of GBLA in lieu of changes made to model sample policy GBL - Personnel Records.

GBLA - Disclosure of Information: DELETE

GCBDA/GDBDA-AR(1) - Family Leave: House Bill 2474 passed by the 2021 Legislature modifies the Oregon Family Leave Act (OFLA) by establishing eligibility for protected leave under OFLA for all employees of a covered employer during a public health emergency, unless they had been employed fewer than 30 days or worked less than 25 hours per week on average in the 30 days leading up to the

leave. The bill also establishes eligibility for employees if they separate, are eligible, and are reemployed within 180 days, or because of a temporary cessation of scheduled hours. The bill allows for restoration of time worked after separation and reemployment under certain circumstances and allows employers to request verification of child care need. OSBA has changed the title of the AR for entities with 50 or more employees to "Family Leave" ***Does not require board vote, being provided as information only.***

IGBAF - AR - Special Education: House Bill 3183, passed in the 2021 legislative session, requires districts to provide information at the individualized education program (IEP) meeting about relevant services and placements offered by the district, the ESD, regional programs and the Oregon School for the Deaf. House Bill 2105, passed in the 2021 legislative session, requires districts to provide information and resources to students of transition age regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. In October 2021 the State Board of Education amended Oregon Administrative Rule 581-015-2200 - Content of IEP to include requiring information about supported employment services when the district is holding an IEP meeting when the student is 16 years.

IGBAG-AR Procedural Safeguards: Same reason for the changes in this policy as those above.

IIBGB Web Page: Updates made to align with the practices of district that will be made around the new website.

Klamath Falls City Schools

Code: DH

Adopted: 9/16/91

Readopted: 10/09/06; 11/04/13; 3/06/17

Orig. Code(s): 30800

~~Bonded Employees and Officers~~ Loss Coverage

~~All district employees responsible for funds, fees, cash collections or inventory control will be bonded to protect the district against loss in an amount determined by the Board and upon recommendation of the district's agent of record. In compliance with Oregon statutes and administrative rules, the superintendent, custodian of funds and other individuals as deemed necessary by the board will have individual fidelity bond coverage or equivalent crime coverage. The district will pay the cost of such coverage.~~

The Board and designated district employees are responsible to safeguard the district against loss regarding funds, fees, cash collections and inventory. The Board shall designate the district employees responsible as custodians of such items. The district shall purchase bond coverage or equivalent crime coverage in an amount determined by the Board, in consultation with the district's agent of record. The district will pay the cost of such coverage.

END OF POLICY

Legal Reference(s):

[ORS 328.441](#)

[ORS 332.525](#)

[OAR 581-022-1720](#)

Klamath Falls City Schools

Code: EEA-AR
~~Adopted:~~ 10/11/99
Revised/Readopted: 3/14/22

School Bus Scheduling and Routing

Actual bus stops and routes will be determined by the [transportation supervisor] and will be based upon efficiency, safety, Board policy and applicable state and federal laws and rules.

The determination of safe roads for school bus travel will be made by the [transportation supervisor].

The superintendent or the director of business affairs will:

1. Annually review and assess school bus routes, stops and loading zones for safety, changing student population and supervision of students;
2. Advise parents of any changes in transportation policy affecting their students as early as possible and be responsive to parents' calls for assistance in seeking alternatives to busing; and
3. Work with cities, the county and other appropriate governmental agencies on a continuing basis regarding transportation issues.

School bus routes will be planned and organized to ensure student safety and receive the maximum bus use efficiency.

1. Student safety will be the major part of any route decisions.
2. Bus routing will be the responsibility of the transportation supervisor, or delegated representative, with the administrator's assistance.
3. Anyone requesting a route change will be referred to the transportation supervisor or delegated representative.
4. Route conditions will be reviewed routinely.
5. Routes will be planned to ensure the least possible amount of time elapsing from first pick-up to school, commensurate with economical efficiency.
6. Bus routes will traverse city, county, state or federal roads using district discretion.
7. Students living within one mile of school may be transported for health, safety and disability reasons when an approved supplemental plan is on file.
8. Secondary students eligible for bus transportation may be expected to walk up to one and one-half miles to a bus stop. Elementary students may be expected to walk up to one mile to a bus stop.

9. **Where feasible, bus stops will be designated and students will be expected to gather at the assigned stop.**
10. **A fully supported seat shall be provided each student. Students must not stand.**
11. **Students may be transferred directly from one bus to another while being transported to and from school.**
12. **Transportation of students for nonschool group activities during regular school to home routes shall, in order to ensure adequate space, require written request from the parent and prior approval from the transportation supervisor.**

Klamath Falls City Schools

Code: GBA-AR
Revised/Readopted:

Veterans' Preference

Oregon's Veterans' Preference Law requires the district to grant a preference to qualified and eligible veterans and disabled veterans at each stage in the hiring and promotion process. To be **qualified** for veterans' preference, a veteran or disabled veteran must meet the minimum and any other special qualifications required for the position sought. To be **eligible** for veterans' preference¹ a veteran or disabled veteran must provide certification they are a veteran or disabled veteran as defined by Oregon law²

The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran. The district is obligated to interview all minimally qualified veterans or disabled veterans and to hire or promote a qualified or eligible veteran or disabled veteran if the individual is equal to or better than the top candidate after the veterans' preference has been applied.

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position. The district shall provide the reasons for not selecting the candidate when requested.

Recruitment Procedures

All job postings or announcements will include a concise list of minimum and any special qualifications required for the position. Job postings will include a statement that the district's policy is to provide veterans and disabled veterans with preference as required by law and the job posting will require applicants to provide certification³ of eligibility for preference, in addition to other requested materials.

¹ See Oregon Revised Statute (ORS) 408.235.

² See Oregon Revised Statute (ORS) 408.225 and OAR 839-006-0440 for definitions of veteran and disabled veteran.

³ See Verification of Veteran's Preference (OAR 839-006-0465). An applicant claiming veteran's or disabled veteran's preference will submit a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215) or a certification that the veteran is expected to be discharged or released from active duty under honorable conditions not later than 120 days after the submission of the certification. A disabled veteran may also submit a copy of their letter from the U.S. Department of Veterans Affairs, unless the information is included in the DD Form 214/215 or a certification that the veteran is expected to be medically separated from active duty under honorable conditions not later than 120 days after the submission of the certification.

Selection Procedures⁴

- Step 1: Before the review of any applications the [human resource director] will establish an evaluation scoring guide based on the minimum and any special qualifications listed in the job posting.
- Step 2: The [human resource director] will review the application materials using the evaluation scoring guide to determine which applicants meet the minimum and any special qualifications listed in the job posting. In assessing the applicant materials of a veteran or disabled veteran the [human resource director] shall evaluate whether the skill experience obtained in the military are transferable to the posted position. Any applicants that do not meet the minimum and any special qualifications shall be removed from the applicant pool.
- Step 3: Based on Step 2, the [human resource director] determines who will be interviewed. All qualified and eligible veterans or disabled veterans shall be given an opportunity to interview.
- Step 4: Interview questions and scoring sheets will be developed and each scoring sheet must be completed after each interview by the interviewers.
- Step 5: Following completion of the interviews, the human resource director shall complete the selection matrix and score the applicants based on the scoring sheets completed during interviews. Veterans' preference shall be applied by adding 5 percentage points to an eligible veteran and 10 percentage points to an eligible disabled veteran.
- Step 6: The [human resource director] makes the offer to the applicant with the highest final score. The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran. The district is obligated to hire or promote a qualified or eligible veteran or disabled veteran if they are equal or better than the top candidate after the veterans' preference has been applied.

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position. The district shall provide the reasons for not selecting the candidate when requested.

Filing a Complaint

A veteran or disabled veteran is encouraged to contact the [human resource office] if they have any concerns or questions concerning the application of or the process used for veterans' preference.

A veteran or disabled veteran claiming to be aggrieved by a violation of Board policy GBA - Equal Employment Opportunity or this administrative regulation, may file a written complaint with the Civil Rights Division of the Bureau of Labor and Industries (BOLI) in accordance with Oregon Revised Statute (ORS) 659A.820.

⁴ If the district chooses not to use a scored system the law requires that the district give special consideration in the district's hiring decision to veterans and disabled veterans and the district will need to be able to demonstrate the method used for providing special consideration. ORS 408.230(2)(c).

Klamath Falls City Schools

Code: GBL
Adopted: 1/10/00
Revised/Readopted: 10/09/06; 3/06/17; 6/29/20
Orig. Code: 60210

Personnel Records

An official personnel file will be established for each person employed by the district. Personnel files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release/permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing procedures regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions to be placed in their personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, district employees'¹ personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee may arrange with the personnel office to inspect the contents of their personnel file on any day the personnel office is open for business;
2. Others designated by the employee in writing, may arrange to inspect the contents of the employee's personnel file in the same manner described above;
3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central administrative staff designated by the superintendent;
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Employees of the personnel office;

¹ Includes former employees

8. Attorneys for the district or the district’s designated representative on matters of district business;
9. ~~Upon request from a law enforcement agency, the Oregon Department of Human services the Teachers Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination.~~ **Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The records created by the district pursuant to (ORS) 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);**
10. **Upon request from a law enforcement agency, the Oregon Department of Human Services, the Teacher Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;**
11. **Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee’s job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A**

~~Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as basis for providing the information required to be disclosed about an employee under ORS 339-378(1).~~

The superintendent may permit persons other than those specified above to use and to inspect employee records when, in their opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case the appropriateness and extent of such access.

Release of personnel records to parties other than those ~~authorized to inspect them will be only upon receipt of a court order~~ **listed above, will be in line with the district’s public records procedures, Board policy KBA-Public Records. The district will attempt to notify the employee of the request and that the district believes it is legally required to disclose certain records.**

END OF POLICY

Legal Reference(s):

ORS 30.178	ORS 342.143	ORS 652.750
ORS 339.370 – 339.374	ORS 342.850	OAR 581-022-2405
ORS 339.378	ORS 652.750	

[ORS 339.388](#)

[ORS Chapter 659](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

OSBA Model Sample Policy

Code: GBLA
Adopted: **D**

Disclosure of Information

Authorized district officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
 - a. Knowingly false;
 - b. Deliberately misleading;
 - c. Rendered with malicious purpose; or
 - d. Violated civil right of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.
2. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
3. The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;
4. No later than 20 days after receiving a request under ORS 339.374(1)(b), the district, if it has or has had an employment relationship with the applicant shall disclose the information requested.

END OF POLICY

Legal Reference(s):

[ORS 30.178](#)
[ORS 339.370 - 339.374](#)

[ORS 339.378](#)
[ORS 339.388](#)

[ORS Chapter 659](#)
[ORS Chapter 659A](#)

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

Klamath Falls City Schools

Code: GCBDA/GDBDA-AR(1)

Adopted: 10/09/06

Revised/Readopted: 2/11/08; 2/09/09; 9/14/09; 8/09/10;
9/06/13; 11/19/13; 3/06/17; 12/14/20

Orig. Code: GCBDA GDBDA-AR(1)

~~Federal Family and Medical Leave/State Family Medical Leave~~

Coverage

~~The federal **Family and Medical Leave Act (FMLA)** law covers public agencies, including school districts. In order for school employees to be eligible, however, they must be employed at a work site **applies to districts** with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50-employee test does not apply to educational institutions for determining employee eligibility.~~

~~The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.~~

Employee Eligibility

FMLA applies to employees who have worked for the district for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. In such instances, the employee need not requalify as an eligible employee, if the additional leave applied for is in the same leave year and for the same condition.

~~In determining that an employee has been employed for the preceding OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more prior to the first day of the start of the requested leave.¹ For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.~~

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave¹. For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately

¹ The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA

preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

An employee of a covered employer is eligible to take leave for purposes of OFLA during a period of time covered by a public health emergency except:

1. An employee who worked for the covered employer for fewer than 30 days immediately before the date on which the family leave would commence; or
2. An employee who worked for the covered employer for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence. An employee of a covered employer is eligible to take leave for purposes of OFLA if the employee:
3. Separates from employment with the covered employer, irrespective of any reason:
 - a. Is eligible to take leave OFLA at the time the employee separates; and
 - b. Is reemployed by the covered employer within 180 days of separation from employment;or
4. Is eligible to take OFLA leave:
 - a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
 - b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for a covered employer prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the employer within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

An employee who has previously qualified for and has taken some portion of FLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and
3. An employee granted sick leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a work week. Full-time public school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if for example, the employee was on a nonpaid sabbatical.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
Inpatient care;
 - a. **Inpatient care;**
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave² (separate from eligible leave as a result of a child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Military Caregiver Leave: leave for the care for spouse, son, daughter or next-of-kin who is a covered servicemember/veteran with a serious injury or illness;
4. Qualifying Exigency Leave: leave arising out of the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;

² **Parental leave must be taken in one continuous block of time within 12 months of the triggering event.**

- b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave (separate from eligible leave as a result of the child’s serious health condition):
 - a. Bonding with and the care for the employee’s newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
 3. Sick Child Leave: leave for non-serious health conditions of the employee’s child. For OFLA, sick child leave includes absence to care for an employee’s child whose school or child care provider has been closed³ in conjunction with a statewide public health emergency declared by a public health official.⁴
 4. Bereavement Leave: leave related to the death of a covered family member.⁵
 5. Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.
 6. The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave request.

Definitions

1. Family member:

³ “Closure” for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child’s school or child care provider. OAR 839-009-0210(4).

⁴ The district may request verification of the need for sick child leave due to a closure during a statewide emergency. Verification may include:

1. The name of the child being cared for;
 2. The name of the school or child care provider that has closed or become unavailable; and
 3. A statement from the employee that no other family member of the child is willing and able to care for the child.
- With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

⁵ Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

- a. For the purposes of FMLA, “family member” means:
 - (1) Spouse⁶;
 - (2) Parent;
 - (3) Child; or
 - (4) Persons who are “in loco parentis.”

- b. For the purposes of OFLA “family member” means:
 - (1) Spouse;
 - (2) Registered, same-gender domestic partner;
 - (3) Parent;
 - (4) Parent-in-law;
 - (5) Parent of employee’s registered, same-gender domestic partner;
 - (6) Child;
 - (7) Child of employee’s registered, same-gender domestic partner;
 - (8) Grandchild;
 - (9) Grandparent; or
 - (10) Persons who are “in loco parentis.”

2. Child:

- a. For the purposes of FMLA, “child” means a biological, adopted or foster child, a stepchild, a legal ward or a child of a person standing “in loco parentis,” who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental impairment.
- b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leaver under FMLA, “child” means the employee’s son or daughter on covered active duty regardless of that child’s age.
- c. For the purposes of OFLA, “child” means a biological, adopted, foster child or stepchild of the employee, the child of the employee’s same-gender domestic partner, or a child with whom the employee is or was in a relationship of “in loco parentis.”
- d. For the purposes of parental and sick child leave under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

3. In loco parentis:

- a. For the purposes of FMLA, “in loco parentis” means persons with day-to-day responsibility to care for and financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationships is not necessary.
- b. For the purposes of OFLA, “in loco parentis” means persons in the place of the parent having

⁶ “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not requested.

4. Next of kin:

a. For the purposes of FMLA and Military Caregiver Leave under FMLA, “next of kin” means the nearest blood relative other than the servicemember’s spouse, parent, son or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):

- (1) Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
- (2) Brothers or sisters;
- (3) Grandparents;
- (4) Aunts and uncles; and
- (5) First cousins.

5. Covered servicemembers:

For the purposes of Military Caregiver Leaver under FMLA, “covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is receiving medical treatment, recuperation or therapy, or is in outpatient status, or is on the temporary disability retired list for a serious injury or illness.

6. Covered veteran:

For the purposes of Military Caregiver Leave under FMLA, “covered veteran” means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided they were:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five-year period before the eligible employee first takes FMLA, Military Caregiver Leave.

7. Public health emergency:

For OFLA a public health emergency means;

- a. A public health emergency declared under ORS 433.441.
- b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

Leave Period

For the purposes of calculating an employee’s leave period, the district will use a “rolling” 12-month period

measured backward from the date the employee uses any family and medical leave. The same method for calculating the 12-month period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated 12-month leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period⁷. Spouses who work for the district may be limited to a combined 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or to care for the employee's parent's serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the district's designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period. However, ~~a woman~~ **an eligible employee** is entitled to an additional, full 12 weeks of parental leave during the district's designated leave period following the birth of a child regardless of how much OFLA qualified leave ~~she~~ **the employee** has taken prior to the birth of such child during the district's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the district's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.⁸ Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.⁹

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the district's designated leave period.

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the district's designated leave period.

⁷ An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

⁸ Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

⁹ Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12.¹⁰ If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek.¹¹ If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Intermittent Leave

With the exception of parental leave which must be taken in one continuous block of time, an eligible employee is permitted under FMLA and OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.) rather than in one continuous block of time and/or requires a modified or reduced work schedule. For OFLA this includes but not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an employee is eligible for OFLA leave, but not FMLA leave, the employer:

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but
2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

Alternate Work Assignment

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;

¹⁰ For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

¹¹ For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreement;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and
5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA;
5. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and
6. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

Special Rules for School Employees

For the purposes of FMLA, "~~school~~ instructional employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual ~~settlement~~ setting. Athletic coaches,

driving instructors and special education assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides, counselors, psychologist, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

For the purposes of OFLA, “school employee” means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee’s regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a servicemember with a serious medical condition or because of the employee’s own serious medical condition, the district may require the eligible school employee to:

- a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b. Temporarily transfer the eligible school employee to an alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee’s original position.

2. Limitation on Leave Near the End of the School Year

When an eligible school employee requests leave near the end of the school year the district may require the following:

- a. When the qualified leave begins more than five weeks before the end of the school year:
 - (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee would return to work during the three-week period before the end of the term.
 - (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee’s own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:

- (a) The leave will last at least three weeks; and
 - (b) The employee's return to work would occur within three weeks of the end of the school year.
- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:
 - (a) The leave will last more than two weeks; and
 - (b) The employee would return to work during the two-week period before the end of the school year.
- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

If the district requires an eligible school employee to remain on leave until the end of the school year as described above, additional leave required by the employer until the end of the school year shall not count against the eligible school employee's leave entitlement.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, the district requires the eligible employee to use any available accrued paid leave, including personal and sick leave or available accrued vacation leave before taking FMLA and/or OFLA leave without pay during the leave period. The employee may select the order in which the available paid leave is used.

The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that available accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

When an eligible employee returns to work following a FMLA or OFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working. The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.¹²

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Fitness-for-Duty Certification

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the

¹² See also ORS 342.934(4)(d) in reduction force situations

fitness-for-duty certification shall be borne by the district.

Application

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

The district may request additional information to determine that the requested leave qualifies as FMLA and/or OFLA leave. The district may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

Medical Certification

The district shall require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

The district may request re-certification of a condition when the minimum duration of a certification expires if continued leave is requested. If the certification does not indicate a duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

Second and Third Opinions

1. For the purposes of FMLA, the district may designate a second health care provider, but that person cannot be utilized by the district on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the district's designated health care provider(s) differ, the district may require a third opinion at the district's expense. The third health care provider must be designated or approved jointly by the employee and the district. This third opinion shall be final and binding.
2. For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the district may require the employee to obtain a second opinion from a health care provider designated by the district. If the first and second verifications conflict, the employer may require the two health care providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

Notification

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the district office. Additional information may be obtained by contacting the Director of Human Resources.

Record Keeping/Posted Notice

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

The district will post notice of FMLA¹³ and OFLA¹⁴ leave requirements.

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law

¹³ Poster available at <https://www.dol.gov/agencies/whd/fmla/posters>.

¹⁴ Poster available at <https://www.oregon.gov/boli/employers/pages/required-worksites-postings.aspx>.

that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

For example, due to differences in regulations, an eligible employee who takes OFLA leave after 180 days of employment, but before they are eligible for FMLA leave, is still eligible to take a full 12 workweeks of FMLA leave after meeting FMLA's eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness*.

***The FMLA definition of "serious injury or illness" for current servicemembers and veterans are distinct from the FMLA definition of "serious health condition".**

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to

definition of continuing treatment.

pregnancy, or incapacity due to a chronic condition. Other conditions may meet the

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures. Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave.

Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627 WWW.WAGEHOUR.DOL.GOV U.S. Department of Labor | Wage and Hour Division

Klamath Falls City Schools

Code: IGBAF-AR

Adopted: 04/14/08

Readopted: 4/11/16; 3/06/17; 3/14/22

Orig. Code(s): IGBAF-AR

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of, the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parent(s) agreed to make between annual reviews.
- g. The district takes whatever action is necessary to ensure that parents understand the proceeding of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- h. The district provides a copy of the IEP to the parent(s) at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30-calendar days of the determination that the student is eligible for special education and related services.

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Special Education - Individualized Education Program (IEP) ** - IGBAF-AR

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- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate);
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about the district resources. The representative of the district will have the authority to commit district resources, and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student Participation
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in

developing the IEP.

c. Participation by other agencies:

- (1) With parent(s) or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an education service district (ESD), state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent(s) may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent(s) and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parent(s) and other members of the IEP team before the meeting; and
 - (3) The parent(s) is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEP's for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including the parent(s);
 - (d) Is clearly linked to the annual goal statement(s); and
 - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.

- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternative assessments aligned to alternate achievement standards, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students.
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
 - (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount of frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or district wide assessment of student achievement.
 - (a) A student will not be exempt from participation in state or district wide assessment because of a disability unless the parent requests an exemption.
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's

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current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.

- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon requests, provides the parent with a reserved copy of the IEP with the changes incorporated.

7. IEP Team Consideration and Special Factors

a. In developing, reviewing and revising the IEP, the IEP team considers:

- (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
- (2) The results of the initial or most recent evaluation of the student;
- (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
- (4) The academic, developmental, and functional needs of the child.

b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:

- (1) The communication needs of the student; and
- (2) The need for assistive technology services and/or devices.

c. As appropriate, the IEP team also considers the following special factors:

- (1) For a student whose behavior impedes ~~his or her~~ **their** learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
- (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
- (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; and
- (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- (5) **If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and**
- (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).

d. In addition to the above IEP contents, the IEP for each eligible student of transition age

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includes:

- (1) Beginning not later than the **first** IEP in effect when the student turns 16, or **as early as 14 or younger**, if determined appropriate by the IEP team **(including parent(s))**, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including course of study) need to assist the student in reaching those goals.
 - (i) **Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).**
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. **To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.**

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and district wide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or compelling penological interest that cannot be otherwise accommodated.

9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a FAPE and;
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student’s IEP; and
 - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student’s skills or behavior, but not to teach new skills or behaviors.
- e. The district’s criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. “Regression” means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. “Recoupment” means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student’s IEP. These services and/or devices may be part of the student’s special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student’s home or in other settings if the student’s IEP team determines that the student needs access to those devices to receive a FAPE. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student’s parents) provides a FAPE to the student (including services comparable to those described in the student’s IEP from the previous district), until the district either:

- (1) Adopts the student’s IEP from the previous district; or

- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a FAPE to the student, including services comparable to those described in the student's IEP from the previous district, until the new district:

- (1) Conducts an initial evaluation (if determined necessary by the new district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternative IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Klamath Falls City Schools

Code: IGBAG-AR

Adopted: 04/14/08

Readopted: 9/14/09; 11/04/13; 3/06/17;

11/05/18; 03/14/22

Orig. Code(s): IGBAG-AR

Special Education - Procedural Safeguards**

1. Procedural Safeguards

a. The district provides procedural safeguards to:

- (1) Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
- (2) Surrogate parents; and
- (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).

b. The district gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):

- (1) At least once a year;
- (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
- (3) When the parent (or adult student) requests a copy; and
- (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is considered emancipated.

c. The *Procedural Safeguards Notice* is:

- (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
- (2) If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in ~~his/her~~ **their** natively language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the district has met these requirements.

2. Content of *Procedural Safeguards Notice*

The procedural safeguards notice includes all of the content provided in the *Procedural Safeguards Notice* published by the ODE.

3. Parent or Adult Student Meeting Participation

- a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time and place of the meeting and who is invited to attend;
 - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parent or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The district takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
 - (1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;

- (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.
- h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
 - I. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
 - j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving school district personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
 - (1) Is not an employee of the district or the ODE;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.

- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;
 - (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
 - (4) Represent the student in all matters relating to the provision of a FAPE to the student.

- g. A parent may give written consent for a surrogate to be appointed.
 - (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment;

- h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.

- i. The district may change or terminate the appointment of a surrogate when:
 - (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another school district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.

- j. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the

student. A student for whom rights have transferred is considered an “adult student” under OAR 581-015-2000(1).

- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student’s 18th birthday;
 - (2) More than one year before the student’s 18th birthday, if the student’s IEP team determines that earlier notice will aid transition; or
 - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.
- g. **To promote self-determination and independence, the district shall provide the student and the student’s parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student’s secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.**

6. Prior Written Notice

- a. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the district:
 - (1) Proposes to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
 - (1) A description of the action proposed or refused by the district;
 - (2) An explanation of why the district proposed or refused to take the action;
 - (3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
 - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the Procedural Safeguards Notice may be obtained;
 - (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
 - (6) A description of other options the IEP team considered and the reasons why those

- options were rejected; and
 - (7) A description of other factors that are relevant to the agency’s proposal or refusal.
- c. The prior written notice is:
- (1) Written in language understandable to the general public; and
 - (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
 - (3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in the parent’s native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ - Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child’s eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the school district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent - Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

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

9. Consent - Reevaluation

- a. The district obtains informed parent consent before conducting any reevaluation of a child with a disability, except:
 - (1) The district does not need written consent for a reevaluation, if, after reasonable efforts to obtain informed consent, the parent does not respond. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the reevaluation, the district may, but is not required to, pursue the reevaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent - Other Requirements

- a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the reevaluation, or if the parent does not respond to a request for consent, the district:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of child revokes consent in writing for the continued provision of special education and related services, the district:
 - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - (3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - (4) The district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

- a. The district does not need written parent or adult student consent before:

- (1) Reviewing existing data as part of an evaluation or reevaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures or instruments that are identified on the student's IEP as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
- (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- c. The district does not need written parental consent if an administrative law judge determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a FAPE.

12. Independent Educational Evaluations

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the school district.
- b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
 - (1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
 - (2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an independent educational evaluation that does not meet the district's criteria.
 - (3) A parent may be to limited one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.

- e. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to, provide an explanation. The district may not:
 - (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an independent educational evaluation at public expense.
- f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a FAPE to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution - Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent’s right to a due process hearing or filing a complaint.
 - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the school district who has the authority to bind the district to the mediation agreement.
 - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
 - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution - Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and

- furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a FAPE to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a FAPE to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the district considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the district's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
 - (1) The district will not include an attorney unless the parent brings an attorney.
 - (2) The district will provide the parent with an opportunity for the parent to discuss the

hearing request and related facts so that the district has an opportunity to resolve the dispute.

- (3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45 day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. Hearing Costs

- a. The district reimburses the ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement and other related matters.
- b. The district provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing
- c. The district does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA/JGEA - Discipline of Disabled Students.

Klamath Falls City Schools

Code: IGBB

Adopted: 10/11/93

Readopted: 10/09/06; 3/06/17

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent or superintendent's designee to develop procedures for identifying academically talented and intellectually gifted students K-12.

A written plan ~~that~~ **shall be developed that** identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students ~~shall be similarly developed.~~ **and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.**

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

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

END OF POLICY

Legal Reference(s):		
ORS 343.391-343.401	ORS 343.407-343.413	OAR 581-022-2500
OAR 581-022-2325	OAR 581-022-2330	
SB 486(2021)		

Code: **IIBGB**
Adopted: 11/06/00
Readopted: 10/09/06; 3/06/17; 3/14/22
Orig. Code(s): 70902.06

Web Pages

The district encourages the publication of web pages to foster creativity and communication and to provide students a place to demonstrate what they have learned.

All web pages must comply with **this policy and** administrative regulation IIBGB-AR(1) - Web Page Guidelines.

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district internet privileges and/or referral to law enforcement, if appropriate.

District Website

The district's website provides a resource for obtaining information about the district and for informing patrons about classroom activities and Board policies. Requests for publication of information on the district website should be directed to the webmaster. District administrators may publish web pages as part of the district's website. Personal information, not related to education, will not be permitted.

Staff Web Pages

Staff may create web pages to use in class activities or to provide a resource for other staff members. Staff web pages must reflect the educational goals and objectives of the district **and will be appropriately built within the confines of the district website.**

~~Staff members linking outside sites to the district server are responsible for checking all material and links prior to submission.~~ **The district will not approve or link to outside sites. Additionally, outside sites created for students, classrooms, et. al. will not be used for those purposes.**

Individual Student Web Pages

Students may, with staff sponsorship, create web pages for publication on the district's website that are primarily academic, educational and research oriented, **and created as part of a class assignment or project are not limited to the using the district templates.**

Student work may be published, with parent permission, only if related to a class project or **assignment.** ~~other school activity.~~ Such work shall not reveal personally-identifiable information or prohibited directory information. A permission form is attached **and required.**

Student-created web pages reflect the individual **project or assignment** and do not represent the district. Concerns about the content of any page created by a student **shall** be directed to the ~~principal.~~ **superintendent**

Student web pages ~~may will~~ be removed at the end of the school year ~~unless special arrangements are made.~~

Clubs and Organizations

Web pages published by **district-sponsored** clubs and **district-sponsored** organizations may provide information about extracurricular and otherschool-authorized activities, ~~as well as general information relating to the district.~~ **are not limited to the using the district templates.** Such work shall not reveal personally-identifiable information or prohibited directory information.

~~Student-created web pages~~ **Web pages published by district-sponsored clubs and district-sponsored organizations will only reflect the activities or announcements about the club or organization and will not represent the district.** Concerns about the content of any **web** page created by a **club or organization shall** be directed to the ~~principal.~~ **superintendent**

Others

The district may allow other organizations (e.g., parent-teacher groups, booster clubs, etc.) to publish web pages.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).
Copyrights, 17 U.S.C. §§ 101- 1332; 19 C.F.R. Part 133 (2006).

Cross Reference(s):

IIBGA - Electronic Communications System
JO/IGBAB - Education Records/Records of Students with Disabilities

Klamath Falls City Schools

Code: IIBGB-AR(1)

Revised/Reviewed: 3/06/17; 3/14/22

Web-Page Guidelines

All web pages must follow district guidelines and be approved by the principal and/or webmaster prior to publication.

Content

All web pages must:

1. Contain name, address and district e-mail address of the author. Student web pages shall use the sponsoring staff member;
2. Be grammatically correct with no spelling errors. Spell checking and proofreading are required;
3. Contain current and accurate information;
4. Include a copyright statement, if appropriate;
5. **Use All teacher, classroom, clubs/organization must use the district templates. Student created webpages which are academic, educational and research oriented are not required to use the district template, but must following all other guidelines;**
6. Contain a created or modified date and the name or initials of the person responsible;
7. Identify district affiliation and contain a link to return to the district's home page.

Links to other than district sites are subject to approval by the webmaster. All links should be checked regularly and revised as necessary.

Use of web pages for financial gain is prohibited.

Standards

Web-page authors shall:

1. Comply with **all** Board policies, administrative regulations, these guidelines and copyright laws;
2. Respect the rights of others;
3. Maintain the privacy of others;
4. Use websites for academic, educational and research purposes only;
5. Use conventions of standard English or other languages.

Web-page authors shall not:

1. Display abusive, harassing, libelous, obscene, offensive, profane, pornographic, threatening, sexually explicit or illegal material;
2. Use **website page** for commercial, purchasing or illegal purposes.

Disclaimer

The following disclaimer will be published on all web pages:

The accuracy and quality of information cannot be guaranteed. The district will not be responsible for any information that may be lost, damaged or unavailable due to technical or other difficulties.

AND/OR

The district has made every reasonable attempt to ensure that the district's web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the district's electronic communications policy.

Student Safeguards

1. Web-page documents may include only the first name and the initial of the student's last name.
2. Documents may not include a student's phone number, address, names of other family members or names of friends.
3. Published e-mail addresses are restricted to staff members or to a general group e-mail address where mail is forwarded to a staff member.
4. Decisions on publishing student pictures will be made by the supervising teacher, after checking with the school office to determine if the student's parents have objected to such publication.

Maintenance

Maintenance of web pages, including the timely update of information and periodic checks of links, is the responsibility of the author **who will provide the information to the webmaster**. Web pages not up to date may be removed by the webmaster.

The district reserves the right to remove web pages, and if necessary, access to user accounts, without prior notice, if the content is unacceptable.

Privacy

There shall be no expectation of privacy for information stored on or transmitted with district equipment. The district webmaster may review web pages to maintain system integrity and to monitor appropriate use of district equipment. Illegal activities will be reported to the appropriate authorities.

2. Transfer Numbers

Renee Clark, Director of Human Resources

NARRATIVE

BACKGROUND

Oregon transfer law asks districts to set transfer limits. If limits are not set then the district will have unlimited transfers.

For the 2022-2023 school year, the administration recommends:

K-2 is limited to an ongoing number of transfers that cap classes at 25 students per core subjects (Math, ELA) and for grades 3-5 limited to 30 students per core subject (Math, ELA). What this means is the district at each K-5 school will accept transfers throughout the year from outside the district or from within the district at each grade as long as the addition to that school and grade does not go above the capped limits.

In the event that either ODE or OHA impose specific classroom distancing requirements, then transfers will be allowed as long as the transfer student will not put the desired classroom beyond specified requirements.

5. **OLD BUSINESS/ACTION ITEMS**

1. Second Reading of New & Revised Policies

73

Keith A. Brown, Superintendent

NARRATIVE

BACKGROUND

New and revised policies from OSBA, all of which are required or highly recommended for board adoption.

AC - Nondiscrimination: A new policy being implemented as a result of House Bill 2935 which added an aspect to the definition of discrimination for race that includes physical characteristics historically associated with race such as natural hair, hair texture, etc. House Bill 2041 also revised the definition of sexual orientation and added a new definition for gender identity.

AC-AR - Discrimination Complaint Procedure: Administrative Regulations do not require board approval. This is being provided for information only..

BBAA - Individual Board Member’s Authority and Responsibilities:

BD/BDA - Board Meetings: Many times the board needs to meet to consult with legal counsel prior to making a decision. The change clarifies when individual board members are authorized to seek legal counsel and incur legal costs for the educational entity.

BDDH - Public Comment at Board Meetings: House Bill 2560 (2021) updated law governing public

attendance and comment at public meetings of the board. When public meetings are held and access is made available in-person, the board must provide, to the extent reasonably possible, an opportunity to access and attend meetings by telephone, video or other electronic or virtual means; if in-person oral testimony is allowed during a meeting, allow the public to submit oral testimony by telephone, video or other electronic or virtual means; and if in-person written testimony is allowed, written testimony must be allowed by email or other electronic means.

BDDH-AR - Public Comment at Board Meetings: Administrative Regulations do not require board approval. This is being provided for information only.

CM - Compliance and Reporting on Standards: The changes result from an updated rule adopted by the State Board of Education; revising the report due date of Division 22 compliance reporting from February 1 to November 1 of each school year. The revised rule also adds a requirement to present the report orally at a board meeting and allow public comment on the report.

DJC - Bidding Requirements: Senate Bill 420, passed in the 2021 legislative session, created a provision in the public improvements bidding requirements in ORS 279C. The provision defines a "community benefit project" and the requirements for a public improvement to be a community benefit project.

GBA - Equal Employment Opportunity: House Bill 3041 revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

GBEA - Workplace Harassment: House Bill 3041 revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements: Recent revisions to ORS 339 affecting reporting of child abuse and sexual conduct were adopted by the 2021 Legislature. The passing of these bills revised the definition of 'sexual conduct' and 'licensed administrator' as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports. Additionally, a new definition was added for 'commission licensee' to distinguish between district employees suspected of sexual conduct that shall be reported to and investigated by TSPC and those that shall be reported to and investigated by ODE. The effective date of these changes are immediate.

GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form: Administrative Regulations do not require board approval. This is being provided for information only.

GBNA-AR - Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures (Staff): House Bill 3041 revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements: Recent revisions to ORS 339 affecting reporting of child abuse and sexual conduct were adopted by the 2021 Legislature. The passing of these bills revised the definition of 'sexual conduct' and 'licensed administrator' as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports. Additionally, a new definition was added for 'commission licensee' to distinguish between district employees suspected of sexual conduct that shall be reported to and investigated by TSPC and those that shall be reported to and investigated by ODE. The effective date of these changes are immediate.

GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child: Administrative Regulations do not require board approval. This is being provided for information only.

IA - Instructional Goals: The 2021 Oregon Legislature updated statute in ORS 329.451 (House Bill 2056) modifying Oregon diploma requirements by changing 'English language arts' to 'language arts' and redefining definitions for language arts, world languages and holocaust and genocide studies. Statute updates to ORS 329.045 made changes to the required characteristics of a school system and to Essential Skills.

Senate Bill 744 (2021) has suspended the requirement for a student to show proficiency in Essential Skills as a condition of receiving a high school diploma for the 2021-2022, 2022-23 or the 2023-2024 school year.

IB - Freedom of Expression: House Bill 3041 (2021) revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

IGBHA - Alternative Education Programs: Revisions are made to better align and update with ODE's rule governing alternative education programs.

IGBHA-AR - Alternative Education Programs: Administrative Regulations do not require board approval. This is being provided for information only.

IGBI - Bilingual Education: The 2021 Oregon Legislature updated statute in ORS 329.451 (House Bill 2056) modifying Oregon diploma requirements by changing 'English language arts' to 'language arts' and redefining definitions for language arts, world languages and holocaust and genocide studies. Statute updates to ORS 329.045 made changes to the required characteristics of a school system and to Essential Skills.

Senate Bill 744 (2021) has suspended the requirement for a student to show proficiency in Essential Skills as a condition of receiving a high school diploma for the 2021-2022, 2022-23 or the 2023-2024 school year.

IIA - Instructional Resources/Instructional Materials: House Bill 3041 (2021) revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

IJ - School Counseling Program: House Bill 3041 (2021) revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

IKF - Graduation Requirements: The 2021 Oregon Legislature updated statute in ORS 329.451 (House Bill 2056) modifying Oregon diploma requirements by changing 'English language arts' to 'language arts' and redefining definitions for language arts, world languages and holocaust and genocide studies. Statute updates to ORS 329.045 made changes to the required characteristics of a school system and to Essential Skills. Senate Bill 744 (2021) has suspended the requirement for a student to show proficiency in Essential Skills as a condition of receiving a high school diploma for the 2021-2022, 2022-23 or the 2023-2024 school year. Additionally, this policy has had two version options and option 2 has been removed.

IKFB - Graduation Exercises: The 2021 Oregon Legislature passed House Bill 2052 that allows students

to wear Native American items of cultural significance to school events.

IL - Assessment Program: Senate Bill 602 passed in 2021 made a student's choice of opting out of taking a statewide summative assessment permanent and requiring them to opt-out annually.

JB - Equal Educational Opportunity: House Bill 3041 (2021) revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

JBB - Educational Equity: House Bill 3041 (2021) revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

JECB - Admission of Nonresident Students: House Bill 3041 (2021) revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

JFC - Student Conduct: Districts have multiple procedures to handle various types of complaints. These procedures prohibit retaliation for good faith reports. However, districts can also prohibit knowingly making false reports, or knowingly providing false information as part of an investigation.


JFCF - [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence, or Domestic Violence - Student: House Bill 2631 passed by the 2021 Legislature added requirements to notify parents or guardians of a student who was the subject an act of harassment, intimidation, bullying, or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying, or cyberbullying. House Bill 3041 also passed and revised the statutory definition of sexual orientation and added a new term defining gender identity in Oregon affecting protected classes.

JFCJ - Weapons in Schools: The 2021 Oregon Legislature passed Senate Bill (SB) 554 which includes amendments to ORS 166.360 and 166.370 and is now effective. Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). SB 554 (2021) created law that now allows districts to prohibit persons with concealed carry licenses from carrying firearms on school grounds by adopting a policy and posting notice at entry points. A person who is properly licensed to carry may still possess the firearm IF the person is not otherwise prohibited from possessing and if it is unloaded and locked in a motor vehicle and in accordance with law.

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements: Recent revisions to ORS 339 affecting reporting of child abuse and sexual conduct were adopted by the 2021 Legislature. The passing of these bills revised the definition of 'sexual conduct' and 'licensed administrator' as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports. Additionally, a new definition was added for 'commission licensee' to distinguish between district employees suspected of sexual conduct that shall be reported to and investigated by TSPC and those that shall be reported to and investigated by ODE. The effective date of these changes are immediate.

JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child: Administrative Regulations do not require board approval. This is being provided for information only.

JHFE/GBNAB-AR(2) - Reporting of Suspected Abuse of a Child: Administrative Regulations do not require board approval. This is being provided for information only.



JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements: Recent revisions to ORS 339 affecting reporting of child abuse and sexual conduct were adopted by the 2021 Legislature. The passing of these bills revised the definition of 'sexual conduct' and 'licensed administrator' as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports. Additionally, a new definition was added for 'commission licensee' to distinguish between district employees suspected of sexual conduct that shall be reported to and investigated by TSPC and those that shall be reported to and investigated by ODE. The effective date of these changes are immediate.

KBA - Public Records: Policy has been updated to reflect current standards in ORS and OAR.

KBA -AR - Public Records: Administrative Regulations do not require board approval. This is being provided for information only.

Klamath Falls City Schools

Code: AC
Adopted: 6/20/94
Readopted: 10/09/06; 2/11/08 10/12/15;
3/06/17; 10/14/19
Orig. Code: 10200

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation, **gender identity**, national or ethnic origin, marital status, age mental or physical disability, pregnancy, familial status, economic status, or veterans' status; or because of the perceived or actual race, color, religion, sex, sexual orientation, **gender identity**, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act, Titles VI, and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972 and other civil rights or discrimination issue, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district office.⁷

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
[ORS 659.870](#)
[ORS 659A.003](#)

[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)

[ORS 659A.409](#)
[OAR 581-002-0001 – 002-0005](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2012~~2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (~~2012~~2018); 29 C.F.R Part 1626 (~~2018~~2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (~~2012~~2018); 29 C.F.R. Part 1630 (~~2018~~2019); 28 C.F.R. Part 35 (~~2018~~2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2012~~2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (~~2012~~2018); 34 C.F.R. Part 104 (~~2018~~2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (~~2012~~2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2018~~2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018); 28 C.F.R. §§ 42.101-42.106 (~~2018~~2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2012~~2018); 29 C.F.R. § 1601 (~~2018~~2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (~~2012~~2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (~~2012~~2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2012~~2018); 29 C.F.R. Part 1635 (2019).

House Bill 2935 (2021).

House Bill 3041 (2021).

Klamath Falls City Schools

Code: AC-AR
Adopted: 10/09/06
Revised/Readopted: 10/12/15; 3/06/17; 10/14/19;
1/13/20
Orig. Code: AC-AR

Discrimination Complaint Procedure

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: ¹Complaints may be oral or in writing and must be filed with the principal. Any staff member that receives an oral or written complaint shall report the complaint to the principal.

The principal shall investigate and determine the action to be taken, if any, and reply, in writing, to the complainant within 10 school days of receipt of the complaint.

Any staff member that receives a written or oral complaint shall report the complaint to the principal.

Step 2: If the complainant wishes to appeal the decision of the principal, the complainant may submit a written appeal to the personnel director within five school days after receipt of the principal's response to the complaint.

The personnel director may review the principal's decision within 5 school days and may meet with all parties involved. The personnel director will review the merits of the complaint and the principal's decision. The personnel director will respond, in writing, to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the personnel director, a written appeal may be filed with the Board within five school days of receipt of the personnel director's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. **If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will include the legal basis address each allegation in the complaint and contain reasons for the Board's decision. findings of fact and conclusions of law.** A copy of the Board's final decision shall be sent to the complainant in writing within 10 days of this meeting.

If the principal is the subject of the complaint, the complainant may start at Step 2 and should file a complaint with the personnel director.

¹ For district information. The district's timeline established by each step of the district's complaint procedure must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. The district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005).

If the superintendent is the subject of the complaint, the complainant may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at Step 3 and be referred directly to the Board vice chair.

The timelines established in each step of this procedure may be extended based upon mutual consent of the district and the complainant in writing, but will not be longer than 30 days from the date of the submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and complainant.

The complainant, if a person who resides in the district or a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint may appeal² in writing to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 - 581-002-0023.

Charter Schools of which the District Board is a Sponsor

The district Board, through its charter agreement with Eagleridge High School through this administrative regulation, will not review an appeal of a decision reached by the Board of Eagleridge High School on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of Eagleridge High School as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint _____ Date _____ School or Activity _____

Student/Parent Employee Job applicant Other _____

Type of discrimination:

- | | | |
|--|--|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Mental or physical disability | <input type="checkbox"/> Age |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital status | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Familial status | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Economic status | <input type="checkbox"/> Discriminatory use of a Native American mascot |
| <input type="checkbox"/> National or ethnic origin | <input type="checkbox"/> Veterans' status | <input type="checkbox"/> Other _____ |
| <input checked="" type="checkbox"/> Gender identity | | |

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.) _____

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Klamath Falls City Schools

Code: **BBAA**
Adopted: 8/19/91
Revised/Readopted: 10/09/06; 2/09/09; 3/06/17;
6/10/19; 2/14/21
Orig. Code: 10601.01

Individual Board Member’s Authority and Responsibilities

An individual Board member exercises the authority and responsibility of his/her position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district’s designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

~~A Board member has the right to express personal opinions.~~ When expressing **such personal** opinions in public, the Board member must clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following procedures in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

A request for a legal **advice or** opinions by a Board member, **that will incur a cost for the district** must be approved by a majority vote of the Board before the request is made to legal counsel. **The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g. advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval.** ~~If the legal opinion sought involves the superintendent’s employment or performance, the request should be made to the Board chair.~~ Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When a Board member receives complaints or requests for action from a staff member, student or member of the public, the Board member will direct the staff, student or member of the public to the appropriate complaint policy. Such information is to be conveyed to the superintendent.

4. Board Member’s Relationship to Administration

Individual Board members will be informed about the district’s educational program, may visit schools or other facilities to gain information and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)

[ORS 332.057](#)

[ORS 332.055](#)

[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

DFEA - Admissions to District Events

Klamath Falls City Schools

Code: **BD/BDA**

Adopted: 6/20/94

Readopted: 10/09/06; 2/08/10; 3/06/17

Orig. Code(s): 10800

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening of a quorum of the Board as the district’s governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the governing body, i.e., a work session. The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. **Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible.** All meetings will be conducted in compliance with state and federal statutes. **Information on how to give or submit public comment is outlined in Board policy BDDH – Public Comment at Board Meetings¹**~~All Board meetings, including Board retreats and work sessions, will be held within district boundaries. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business.¹ No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation², age or national origin is practiced.~~

All Board meetings including Board retreats and work sessions, will be held within district boundaries except as allowed by law². The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they were not included in the

¹ When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting at the designated portion of the agenda, by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.

² ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

notice.

If required to do so at least 48 hours before a meeting held in public, the Board shall **make a good faith effort to** provide an interpreter for hearing-impaired persons. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice. ~~Communications with all qualified individuals with disabilities shall be as effective as communications with others.~~

If requested to do so no less than 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services³.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act ~~and the smoking provisions contained in the Public Meetings Law.~~

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organization meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold ~~an~~ **the annual** organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years, odd numbered years, the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may also be scheduled if less than a quorum is present at a meeting or additional business still needs to be conducted at the ending time of a meeting. At least 24 hours' notice must be provided to all Boardmembers, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic communication. Electronic communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

³ Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;
- c. Board meeting agendas or information concerning agenda items;
- d. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals). ~~so long as that information is also being made available to the public;~~
- e. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body, which could be considered a public meeting. Electronic communications on district business are governed by public records and meetings law.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by the Public Meetings Law.

4. Work Sessions

The Board may conduct work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with ~~the~~ state law on public meetings, including notice and minutes. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

5. Executive Sessions

Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law (see Board policy BDC - Executive Sessions).

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 174.104](#)

[ORS Chapter 192](#)
[ORS Chapter 193](#)
[ORS 255.665](#)

[ORS 332.040 to -332.061](#)
[ORS 433.835 to -433.875](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 2018; 29 C.F.R. Part 1630 (2020) 28 C.F.R. Part 35 (2020). Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018)
OR. ATTY. GEN. Public Records and Meetings Manual



6. **BOARD MEMBER COMMENTS**

2021-2022 KFCS Board of Education Members

7. **CLOSING COMMENTS FROM THE CHAIR**

Lori Therios, Chair

8. **ADJOURNMENT**