

1. Work Session: 6:00pm

a. Discussion concerning the HR Reset.

b. First Break all the Rules Measuring Stick

Discussion concerning the HR Reset. In reference to page 2 of 12, a COSA consultant was called in, Alsea School District utilized the HR consultant mainly for comparison data. Different school districts were contacted to gather pay scale data. We have a total of 30 unique job descriptions that have been developed. There are two different phases to this process. Phase 1 is what is being presented at this meeting. Phase 2 will be when Mr. Gallagher, the business manager and the HR department call each individual employee and make sure they are placed appropriately based on experience, education etc.

Insurance reset. It was noticed that there is an anomaly that is not standard procedure, especially with board policy. Recommending a proration of the district cap according to FTE .75-1 is full benefit. .5 - .74 is prorated and 0 - .49 no benefit unless the employee chooses to purchase insurance. A Health Reimbursement account in lieu of insurance was approved earlier this year where the district will pay 50% of the district contribution into an account.

Life insurance. Suggesting that it be added for all employees. This is standard operating procedure in other districts. These benefits are not necessarily up for approval tonight as they will be added as part of the staff handbook, which is contingent on the updating of the board policies.

A lot of salary schedules were not consistently in place. Those in place varied by step increases. These have been re-aligned by classified 10 steps and confidential, administrative by 8 steps. For this year, only an example of a 4% COLA was presented but is not part of the approval until union negotiations occur.

The staff handbook is in process. Policy review with OSBA is in process. Supervisory and confidential employees, Mr Gallagher is recommending moving to one transportation supervisor position. This is in apropos with other districts around the state. Reclassification of executive administrative assistance is classified under the confidential assistance definition. Administrative employees needed differentiation as pay is currently based on contracted days.

Principal salaries are now based on a step system as well as a differential between types of administrative positions. Currently, classified instructional assistants are either a Tier I or Tier II with no definition. They took the current two tiers and created a three-tier system with clear definitions.

Tier I will be a regular classroom assistant

Tier II Classroom assistant with extra certification i.e. Title, AA degree, RTI assistants

Tier III SPED assistants who work with high-needs students.

Transportation - we have a transportation department that not only serve Alsea School District but Kings Valley and WLA as well. Our drivers are transporting students from numerous locations twice a day making us unique. The transportation driver rates will remain the same.

Incentives -Transportation incentives, a sign on bonus of \$500 as well as a longevity bonus of \$500 starting with the 5<sup>th</sup> year of service.

Lunch compensation - paying classified for a 30-minute duty free lunch. This violates BOLI law as well as board policy. In exchange, we will start paying for holidays that land within the contracted year. Currently, Board policy only addresses this for employees on a 260-day contract.

Evaluations - thus far the Alsea School District has not had an appropriate evaluation in place. In 2013 there was a state law put into play in regard to specific ways to evaluate teachers and administrators. For the last 6 months we have worked hard to employ a new teacher and administrator evaluation system that was put into place last week. Using a product called Teach-Boost.

Evaluations system for classified and support staff will be rolled out in January 2023. This part, the HR consultant was very helpful. When the conversation with each employee happens, the evaluation expectations will be made known to them.

Stipends will be a part of the negotiation process with the union. Stipends are supposed to expire at the end of each year and re-negotiated for the 2022-23 school year. Instead of paying SPED teachers a stipend maybe looking at paying a differential instead.

Certified salaries are a union negotiation and not part of the HR reset.

Timeline in retroactivity - any increase in salaries be retroactive back to July 1, 2022 Decrease in salaries will not take effect until January 2023. With that being just around the corner, it would be up to the Board if they wanted to amend that they certainly can.

Currently, the district does provide paying PERS as well as health insurance as opposed to other districts. As to whether this will help the district financially is still an unknown until the staff have been talked to.

In summary, balanced salary and compensation package for our employee groups. Currently we have IAs who are making more that a beginning teacher. We have a lot of anomalies with stipends that need to be solidified to be consistent and fair. It is not appropriate to have our employees making less than a fast-food employee. We also need to be fiscally accountable to our community and taxpayers. We can not have a male and/or female earning different salary doing the same job unless it is based on experience and/or education.

Salary schedules -

Principal - 220 contract - currently a step five position with our principals currently paid at the step three rate.

Vice Principal - 220 contract - a step five position with a differentiation between the principal and assistant principal positions.

SPED Director - on the higher pay due to the elevated rate of responsibility - on a 240-day contract

Business Manager - 260 contract as there is a lot of reporting as well as audits happening throughout the year.

Debra Lindberg expressed concern that Alsea is on the heavier end of Administrators. Mr Gallagher expressed that these will look different next year. There will be one less administrator for the Learn at Home Oregon program. As well as very likely one less at the building level.

Risteen Follett - asked if the private market was being looked at. No because private is usually higher than government-paid positions. The comparison is difficult as public education employees are a very different job set.

Comparison should be with other 1A districts. Mr. Gallagher said that we are not trying to match who we compared with and other 1A districts did not respond. The Board is requesting that a VP be on a different pay scale as opposed to a principal. They would also like to see them on an 8 step pay scale instead of a 5 step scale. Robert Webb said that he felt we should not be looking at any other districts other than 1A as they are more equivalent to our school demographic.

Risteen Follett would not like to vote on any of these issues tonight as she feels that there should be more conversation around all of these issues.

Summary, what move from where we are today to get us into a safe spot and avoid legal issues. What needs to change to get us into compliance? Mr. Gallagher feels that enough research went into the salary / job descriptions to create the proposed reset.



HR Reset Proposal  
Alsea School District  
December 8, 2022

Submitted by Sean Gallagher – Acting Superintendent

Memo to: Alsea School District Board of Directors  
From: Sean Gallagher, Acting Superintendent  
Re: Human Resources “Reset” Proposal V.2  
Date: December 1, 2022

**Background:**

After taking the position as Acting Superintendent in Alsea SD March 2022, I reviewed processes, procedures, and systems in place. As a result of this review, I noted some anomalies, inconsistencies and missing systems within Human Resources (HR) that required additional review and ultimately, solutions. Subsequently, I contracted with the Coalition of Oregon School Administrators (COSA) for an HR Consultant who could perform reviews of existing systems in place, conduct salary comparisons, provide examples of missing systems, and support the development of processes, procedures, work agreements (not exhaustive) and other systems.

The salary comparison work has been limited to non-represented (Classified, Confidential, Supervisory/Exempt and Administrative) Staff and the District’s legal counsel has reviewed documents and procedures as needed.

**Specifically:**

**Classified/Confidential/Supervisory/Administrative Employees**

1. Salary comparisons were performed using like-sized and nearby districts that Alsea potentially would compete with as an employer. Outlier “urban” Districts that typically have established higher salaries were used when a nearby district job position comparison was not available or in an attempt to match a current Alsea salary. Comparisons are not perfect—districts are unique—larger districts may have more specific “levels” within a specific job classification and in smaller districts employees may have a broader variety of job duties. In addition, we compared classified positions to the licensed teacher salary range which ranges from approximately \$26 per hour (teaching license and Bachelor’s degree) to \$45 per hour (teaching license and 30 graduate credits beyond Master’s degree). Classified positions do not require a Bachelor’s degree nor an Associate’s degree though some current positions require specialized training. Some classified job descriptions have been updated to include “preferred” degrees (Bachelor’s or Associate’s) or equivalent. These minimum qualifications are found in comparison districts and some comparison districts require degrees.
2. Job descriptions minimally exist as required by Board Policy Salary GAB. To date, 30 unique job descriptions have been re-developed with help from examples provided by other districts.
3. Insurance—it was noted that all employees, regardless of full time equivalent (FTE), received the full district paid insurance cap. Board policy GCBC/GDBC stipulates that a classified employee is eligible when “contracted for half-time or more per day”. The policy only establishes eligibility and does not indicate any proration of benefits at half-time or more. Most comparison districts have similar half-time eligibility but vary in proration of the district paid insurance cap. I have made suggestions for the proration of the District cap according to FTE as follows:
  - 0.75-1.00 FTE = full benefit
  - 0.50-.74 FTE= prorated benefit, employee can purchase the difference
  - 0.00-0.49 FTE = no benefit unless employee purchases the benefit

We have also added a benefit for qualified/eligible employees who do not need insurance and opt out, the District will place 50% of their district contribution into a Health Reimbursement Account (HRA) in lieu of insurance.

4. Life Insurance—I suggest that we add this benefit for all employees. It is an affordable benefit that will provide much needed financial support in a family’s time of intense need.
5. Salary schedules were not consistently in place and those in place varied by position in terms of step increases. I have provided proposed salary schedules for Classified (10 steps), Confidential/Supervisory/Administrative employees (8 steps) for 2022-2023 only..
6. ”Salary and Benefits”--Salary and Benefits documents are being drafted and will be proposed for Board Adoption.
7. The Staff Handbook is still in the process of being completed utilizing a model provided by Oregon School Boards’ Association (OSBA). As the Board is now experiencing, it required a deep dive into required Board policies which are currently being updated. It was during this process that the full understanding and weight of how outdated our Board policies were. Outdated policies puts the District at risk in that administrators and staff may not be following required processes defined in rule or statute. In turn, this puts students at increased risk.
8. We have contracted with OSBA to conduct a full scope policy review. The board will be experiencing an accelerated process with the help of the OSBA Policy Review team that utilizes a team of attorney’s to monitor current state and federal laws. Their assistance is critical in helping the District come into legal compliance.

### **Supervisory and Confidential Employees**

1. I recommend reclassification of the Transportation Supervisor and Asst. Transportation Supervisor into one “Transportation Supervisor” position. This position will be in the “exempt from overtime” classification. The Transportation Supervisor position will be required to perform annual evaluations of all employees under the direction of the Transportation Department Supervisor.
2. I recommend reclassification of Executive (hourly, non-exempt from overtime) Administrative Assistants under the direction of a Licensed District Administrator (e.g., Superintendent, Director of Special Education, or future Director level position).

### **Administrative Employees**

1. I recommend increasing the salary of the Director of Special Education as it is a District level position and requires an advanced (Professional) administrative licensure.
2. I recommend a slight increase in principal salaries overall; however, assistant principals will begin at a lower salary rate than was in place. This, because currently administrative salaries were the same regardless of position and had zero steps attached to reflect administrative experience.
3. I recommend adding a District paid state educational professional association dues (COSA) and professional development reimbursement for Administrators–this is in alignment with other Districts.

### **Classified**

1. Currently the district has two Instructional Assistants (IA) classifications: Tier I and Tier II. I found the differences between Tier I and Tier II general and special education IAs to be negligible or indistinguishable. The recommendation is to collapse Tier I and Tier II into one “Instructional Assistant I” job description. Furthermore, it was found that the salaries within Tier I and Tier II were not competitive and the recommendation is to increase the hourly rate. We are adding Instructional Assistant II for those employees managing, scheduling, coordinating various intervention groups. IA II positions will also track data, pull data, train other Instructional Assistants, etc. Instructional Assistant III will be for IAs who provide support for students with moderate to severe developmental physical or behavioral challenges.
2. *Transportation—to repeat, salary comparisons were performed using nearby and like-sized districts that Alsea potentially would compete with as an employer. Outlier “urban” Districts that typically have established higher salaries were used when a nearby district job position comparison was not available or in an attempt to match a current Alsea salary.* Transportation was one such example in that many nearby comparison districts contracted for this service. It appears that Alsea SD transportation drivers, mechanic, and trainer are receiving some of the highest salaries compared to comparison districts, including larger urban outlier districts. In addition, one contracted transportation service provider

starts its drivers at a lower rate of pay than what is proposed here. After a great deal of evaluation and based upon the rural location of Alsea and the large distances that drivers currently cover under sometimes inclement weather conditions, I am proposing that driver salaries remain the same. These salaries are beyond competitive, but are necessary to maintain a dedicated and engaged workforce. The drivers travel long route distances as a requirement of the district's charter status.

3. Transportation Incentives - In the exhaustive comparison search that was conducted as a part of this HR Reset project, it was noted that most transportation departments offer sign-on and longevity bonuses for certified drivers. I am recommending a \$500 sign-on bonus and a \$500 longevity bonus starting with the fifth year of service be implemented. I spoke with many Superintendents of other districts that were having to cancel routes due to a lack of drivers. Maintaining an adequate driver fleet is the bread and butter to a charter district such as Alsea. Canceling routes is not appropriate due to the distance from school to home that many of our students venture from (i.e. Walport, Junction City, Monroe, Albany, etc...)
4. "Specialized" positions—there were a number of specialized positions that were also paid at higher rates of pay as compared to comparison districts. I recommend adding these positions into more traditionally defined classified positions (e.g., Instructional Assistants, Office/Secretarial, and Executive Assistants to District Office).
5. Lunch Compensation - currently all classified employees are being paid for a 30 minute duty free lunch. This was agreed to by the district many years ago. This is not a common practice and not in compliance with current Oregon Bureau of Labor and Industries (BOLI) laws. I am recommending that this practice is eliminated to reflect current BOLI law which states:  
*"For each 8-hour work period you get these breaks free from work responsibilities:*
  - a. *Two 10 minute paid rest breaks*
  - b. *One 30 minute unpaid meal break"*
    - c. [BOLI : Meals and breaks : For Workers : State of Orego](#)

6. Holiday Pay - currently in accordance with Board Policy GCBE/GDBE - Vacations and Holiday, only classified employees that are hired "on an annual or twelve months basis" are granted the following paid holidays:

- a. 1. Independence Day; 2. Labor Day; 3. Thanksgiving day and the day after; 4. Memorial Day; 5. Veterans Day; 6. Presidents' Day; 7. Christmas day, plus one and one-half days during Christmas vacation; 8. New Year's Day; 9. Spring break (one day during regular spring vacation – not more than two employees off on any one day).

As a part of the HR Policy Reset project, this will most likely be eliminated since benefits such as Holiday pay are outlined in HR Handbooks that are still in development. The common practice is to pay employees for holidays that fall within their work calendar. A classified employee following a standard student contact calendar would most likely be granted five paid holidays. I would recommend that holiday pay be defined in the handbooks, not in policy to align with standard operating procedures.

## Evaluations

Evaluations—evaluation systems have not been fully developed for any employee group prior to my arrival March 2022.. This was a concern for all employees but specifically for licensed teachers and administrators as these are required by Oregon Law (requirements set forth in ESSA - federal law, and SB 290 - Oregon law) and the results of such evaluations must be reported to the Oregon Department of Education on an annual basis. This requirement has been in place for more than a decade. I am thrilled to let the Board know that Alsea is currently developing and implementing a legally compliant (separate) Teacher and Administrator evaluation system. The district has subscribed with TeachBoost that will integrate the new evaluation system into a streamlined electronic database system that will create much more efficiency and ease of use for all licensed staff and

supervising administrators. Collaboration with Alsea Education Association (AEA) including professional development training is still in process as required by law. In addition, evaluations are being developed for classified and confidential/exempt employees.

### **Stipends**

Each district position currently receiving a stipend will be examined and a determination will be made as to whether the stipend will continue. At this time, some stipends are not reflected in the Licensed CBA "Extra Duty" salary schedule and it is unclear why some stipends are being paid and what additional duties are being performed. All stipends paid need to align with the CBA for employees covered by the CBA. Currently Alsea Education Association (AEA) & the district have agreed to open bargaining this year to address areas such as stipends.

### **Certified Salaries**

This is a negotiated item with AEA, the district continues to place certified staff appropriately on the salary schedule. Unfortunately, there are many certified staff members that have been inappropriately placed in accordance to their level of education and experience. The district is working collaboratively with AEA to reassess certified membership salary placement in accordance with state negotiations laws.

### **Timeline & Retroactivity**

I am recommending to the board that any salaries that are increased are retroactive to July 1, 2022. The rationale is that these people have been doing their jobs all year as assigned. I recommend that all salaries that are going to be decreased will not take effect until January 2023. I feel this is the correct way to treat people as they have made financial decisions to commit to the district either way. I have personally met with all identified employees that will potentially be negatively affected pending board approval. The board can choose to amend this timeline as they see fit.

### **Funding**

I think we all wish that we could pay "business market" competitive salaries to our employees, but unfortunately the state and federal government does not fund schools at this level. After a great deal of analysis and comparisons, I am recommending that the board approve the salary schedules as presented. The HR Reset project is really a two year venture that the district is attempting to accomplish in 6-8 months.

### **Handbooks**

These documents are still in development that outline HR procedures, benefits, etc... for board consideration at a later date.

### **District Cost**

This is undetermined at this time until after the board approves the changes and I meet with all individual employees to assure placement on the adopted salary schedules. Initial estimates indicate that the adjustments recommended in the proposed salaries will actually save the district some money, although this was not the prioritized goal of the project. A more impactful goal is to balance the salary structure within the district to ensure employees are being compensated appropriately in accordance with skill level, experience, certifications, and education. It is important to remain competitive with surrounding public school districts that provide the main competition for valuable employee recruitment and retention.

Once the board approves the salary schedules, the next steps are:

- Meet with AEA officials and all AEA membership employees that we suspect were not placed appropriately on the negotiated salary schedule;
- Meet with all support staff to properly evaluate placement on the newly approved salary schedules. Most personnel files do not have current resumes and/or documentation that I could use to determine salary placement and will need to be provided by the employees.

### **Summary**

A HR Reset project is important to complete to provide both the district and the employee groups with:

1. Balanced salary and compensation packages
2. Competitive compensation with other “like” and “regionally competitive” districts
3. Fair compensation packages
4. Fiscal accountability to the public tax payers
5. Uphold pay equity legal requirements

I would like to thank the Confederation of Oregon School Administrators (COSA) for providing to the district the HR resources to be able to conduct the scope of this work with an aggressive timeline.

## Alsea School District Administrative Proposed Salary Schedule

<b>Alsea School District Administrative Proposed Salary Schedule</b>							
<b>2022-2023 Salary Schedule</b>							
<b>Administrator/Licensed</b>	<b>Days</b>	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Comparisons</b>
<b>Building Principal</b>	220	\$88,771.42	\$91,434.56	\$94,177.60	\$97,002.93	\$99,913.02	\$87K-\$120K
<b>Building Assistant Principal</b>	220	\$83,676.00	\$86,186.28	\$88,771.87	\$91,435.03	\$94,178.08	
<b>District Administrator</b>							
<b>Special Education Director</b>	240	\$98,841.55	\$101,806.80	\$104,861.00	\$108,006.83	\$111,247.03	\$88k-\$126K
<b>Business Manager</b>	260	\$79,883.00	\$83,078.32	\$87,232.24	\$91,593.85	\$97,089.48	\$79K - \$120K
12/1/2022	Note: large comparison ranges dependent upon days, # of students, and levels						

<b>Alsea School District Exempt/Confidential Proposed Salary Schedule</b>										
Exempt/Confidential										
<b>2022-2023 Salary Schedule</b>										
<b>Position</b>										Comparisons
<b>Confidential/Exempt</b>	<b>Days</b>	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	<b>Step 7</b>	<b>Step 8</b>	
Executive (Board/Superintendent) Assistant	260	\$58,240.00	\$59,987.20	\$61,786.82	\$63,640.42	\$65,549.63	\$67,516.12	\$69,541.60	\$71,627.85	\$38k-\$70k
Technology Coordinator	240	\$67,276.80	\$69,295.10	\$71,373.95	\$73,515.17	\$75,720.63	\$77,992.25	\$80,332.02	\$82,741.98	\$70k-\$110k
Maintenance Supervisor	260	\$72,883.20	\$75,069.70	\$77,321.79	\$79,641.44	\$82,030.68	\$84,491.60	\$87,026.35	\$89,637.14	\$70k-\$110k
Transportation Supervisor	240	\$65,549.00	\$67,515.47	\$69,540.93	\$71,627.16	\$73,775.97	\$75,989.25	\$78,268.93	\$80,617.00	\$65k-102K
<b>Confidential/Hourly</b>										
Administrative Assistant to District Office	220-260	\$25.50	\$26.27	\$27.06	\$27.87	\$28.71	\$29.57	\$30.46	\$31.37	\$19-\$35
Administrative Assistant to SpEd Director	220-260	\$25.50	\$26.27	\$27.06	\$27.87	\$28.71	\$29.57	\$30.46	\$31.37	\$19-\$35
	12/1/2022									

## Alea School District Classified Proposed Salary Schedule

Classified Positions	2022-23 Only											Comparison ranges Step 1	
	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
<b>Transportation</b>													
Bus Driver-Regular	163	\$25.00	\$26.25	\$27.56	\$28.66	\$29.81	\$31.00	\$31.93	\$32.89	\$33.55	\$34.22	\$17-\$19	
Bus Monitor	163	\$15.00	\$15.45	\$15.91	\$16.39	\$16.88	\$17.39	\$17.91	\$18.45	\$19.00	\$19.57	\$15.50- \$15.83	
Bus Driver Trainer	N/A	\$26.00	\$26.78	\$27.58	\$28.41	\$29.26	\$30.14	\$31.04	\$31.97	\$32.93	\$33.92	\$18.5-\$26	
Mechanic	N/A	\$26.00	\$26.78	\$27.58	\$28.41	\$29.26	\$30.14	\$31.04	\$31.97	\$32.93	\$33.92	\$21-\$24	
Dispatcher	163	\$22.50	\$23.18	\$23.88	\$24.60	\$25.34	\$26.10	\$26.88	\$27.69	\$28.52	\$29.38	\$18-\$21	
Type 10 Driver	N/A	\$16.00											
<b>Instructional Assistants</b>													
Instructional Asst. I	163	\$15.00	\$15.45	\$15.91	\$16.39	\$16.88	\$17.39	\$17.91	\$18.45	\$19.00	\$19.57	\$14-\$17	
Instructional Assistant II - Title/Intervention	200	\$16.50	\$17.00	\$17.51	\$18.04	\$18.58	\$19.14	\$19.71	\$20.30	\$20.91	\$21.54	\$14-\$21	
Instructional Assistant III	163	\$17.00	\$17.51	\$18.04	\$18.58	\$19.14	\$19.71	\$20.30	\$20.91	\$21.54	\$22.19	\$13.60- \$18.20	
Transitions/School to Work*	163	\$17.00	\$17.51	\$18.04	\$18.58	\$19.14	\$19.71	\$20.30	\$20.91	\$21.54	\$22.19	\$16-\$19.44	
<b>Family/Community</b>													
Family Outreach I*	163	\$17.25	\$17.77	\$18.30	\$18.85	\$19.42	\$20.00	\$20.60	\$21.22	\$21.86	\$22.52	\$13.55-\$20	
Family Outreach II (AA or equiv in SW/HHS Related field required)*	163	\$18.50	\$19.06	\$19.63	\$20.22	\$20.83	\$21.45	\$22.09	\$22.75	\$23.43	\$24.13	none avail	
<b>Maintenance/Grounds</b>													
Custodian I	260	\$15.00	\$15.45	\$15.91	\$16.39	\$16.88	\$17.39	\$17.91	\$18.45	\$19.00	\$19.57	\$14-\$20	

<b>Secretarial/Office</b>												
Secretary I/Clerical (new)	163	\$15.50	\$15.97	\$16.45	\$16.94	\$17.45	\$17.97	\$18.51	\$19.07	\$19.64	\$20.23	\$14-\$17
Secretary II (Head Secretary)	220-240	\$20.00	\$20.60	\$21.22	\$21.86	\$22.52	\$23.20	\$23.90	\$24.62	\$25.36	\$26.12	\$14-\$22
<b>Business</b>												
Payroll	260	\$24.00	\$24.72	\$25.46	\$26.22	\$27.01	\$27.82	\$28.65	\$29.51	\$30.40	\$31.31	\$21-\$25
Accounts Payable	260	\$21.00	\$21.63	\$22.28	\$22.95	\$23.64	\$24.35	\$25.08	\$25.83	\$26.60	\$27.40	\$18-\$28
HR Assist/Benefits	260	\$20.00	\$20.60	\$21.22	\$21.86	\$22.52	\$23.20	\$23.90	\$24.62	\$25.36	\$26.12	\$19-\$25
<b>Food Service</b>												
Food Service Coordinator	174	\$17.00	\$17.51	\$18.04	\$18.58	\$19.14	\$19.71	\$20.30	\$20.91	\$21.54	\$22.19	\$15-\$27
Food Service Worker	163	\$14.50	\$14.94	\$15.39	\$15.85	\$16.33	\$16.82	\$17.32	\$17.84	\$18.38	\$18.93	\$13.44-\$15.45
<i>Additional days may be added upon approval of the Superintendent for training, provide services, etc.</i>												
<i>*These positions generally will have additional days during summer months with approval of the Superintendent</i>												
	12/1/2022											

<b>Alsea School District 2022-2023</b>	
<b>Classified Positions</b>	
<b>Proposed Substitute Rates</b>	
<b>Transportation</b>	<b>Step 1</b>
Bus Driver-Regular	\$25.00
Bus Monitor	\$15.00
Bus Driver Trainer	\$26.00
Mechanic	\$26.00
Dispatcher	\$22.50
Type 10 Driver	\$16.00
<b>Instructional Assistants</b>	
Instructional Asst. I	\$15.00
Instructional Assistant II - Lead Title/Intervention	\$16.50
Instructional Assistant III	\$17.00
Transitions/School to Work*	\$17.00
<b>Family/Community</b>	
Family Outreach I*	\$17.25
Family Outreach II (AA or equiv in SW/HHS Related field required)*	\$18.50
<b>Maintenance/Grounds</b>	

Custodian I	\$15.00
<b>Secretarial/Office</b>	
Secretary I/Clerical (new)	\$15.50
Secretary II (Head Secretary)	\$20.00
<b>Food Service</b>	
Food Service Coordinator	\$17.00
Food Service Worker	\$14.50
	12/1/2022



**Alsea School District**

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## **First, Break All The Rules**

### **“The Measuring Stick”**

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission/purpose of my company make me feel my job is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last six months, has someone at work talked to me about my progress?
12. This last year, have I had opportunities at work to learn and grow?

2. Open Session 7:00PM

3. Call to Order  
7:01PM

4. Flag Salute

5. Approval of the Agenda

6. District Recognition:

a. Learn at Home Oregon

i. Student:

ii. Employee

Learn at Home Oregon

Students: Presented by Heather Schunk - November's character trait of optimism

KG - Ms. Waverek recognized her entire class, Ms. Parsons recognized Jade

Montiel

1<sup>st</sup> Grade - Ms. Ballinger recognized Jasper Eastes, Ms. Taglia recognized her entire class, especially Emma Palmateer, Mr. Bahr and Ms Boser recognized Gabe Dom and Destiny Winton

2<sup>nd</sup> Grade - Ms. Dapkus recognized Madeline Miller

3<sup>rd</sup> Grade - Mr. Sederlin recognized Daphne Velek

4<sup>th</sup> Grade - Ms Naylor recognized the entire 4<sup>th</sup> grade class

5<sup>th</sup> Grade - Ms Bauer recognized Noah Doyle

6<sup>th</sup> Grade - Ms Lookabaugh recognized Ayva Blank

7<sup>th</sup> Grade - Ms Winters recognized Lorelai Lewis-Williams

8<sup>th</sup> Grade - Ms Wills recognized Bea Gaughan

Employee - Presented by Tim France - David Bahr, an exceptional staff member, has been getting more involved in school and the community. He has been doing SPED. Most recently he will be stepping in and taking over the 5<sup>th</sup> grade classroom teacher role after the winter break.

7. Superintendent Report:

Sean Gallagher

a. HR Reset - final recommendation for approval

Sean Gallagher

b. Family Liason report

Sara Littlefield

Sean Gallagher

HR Reset - First Break all the Rules Measuring Stick – Nationwide survey of what keeps long term employees, expectations, tools, what I do best, recognition for doing a good job.

Encourages development. Does my opinion count? Mission purpose, quality work.

Relationships at work. Ability to learn and grow. Legislative and school funding updates: housing, health care and education. There are now 33 new faces in the legislature. The current biennial for the state school fund is currently 9.38 million. The state is looking at increasing that to 9.56 million, which is only an increase of 2.3%. OASBO analyzed needs at 10.3 million just to break even. There was an analysis done using state requirements and they estimated that schools need 11.89 million to meet those standards. We need to make Alesa known.

Family Liaison report

Sara Littlefield – Sara has been working with a grant writer to apply for grant money, partnering with Vina Moses in Corvallis to help supply our students in need with shoes, clothing, supplies etc. It has helped 58 families to date, the Corvallis alliance league is also

being worked with to help our families in need with different resources. Always looking for resources.

## Alsea Family Outreach Happenings!

Alsea Family Outreach would like to give a huge shout out to Vina Moses! They have been incredibly supportive of our students and families. The school year started out with Alsea Family Outreach partnering with Vina Moses of Corvallis to bring the Vina Moses Back to School program to Alsea School.

Vina Moses Back to School program supplies school age children that qualify with back to school clothing, school supplies, and a gift certificate for a brand new pair of shoes. This year, after some discussion we thought it best to bring the program to Alsea and serve families right here in our community.

In year's past, the Vina Moses Back to School program has struggled to engage Alsea area families. The largest barrier for families engaging in the program is the drive. It requires reliable transportation, gas and time. These things often prove to be a barrier to area families.

The easiest way to remove this barrier for Alsea School families was to bring the service here. The event was minimally advertised here in the community, and on Facebook. This being the pilot year we didn't know what to expect, and we felt starting smaller vs. starting too big would be the best approach. With minimal advertising 18 families and 38 children came to the Back to School event. This is a HUGE turn out given what Vina Moses Back to school program has seen in the past regarding turnout from the Alsea community in the past. Next year we hope to double the size of the event.

I'd also like to mention The Assistance League of Corvallis. They are a nonprofit committed to, "transforming the lives of children and adults through community programs," such as Operation School Bell.

A quick description from The Corvallis Alliance League website describes the program; "Operation School Bell provides new clothing for eligible Benton County children K-12 whose school attendance and performance are threatened by a lack of suitable clothing. Each student receives a warm jacket, shoes, jeans, shirts, sweats, socks, underwear, and a personal hygiene kit. Older children sixth grade and up receive bras and gym shorts. Recipients are referred to the program by school personnel and social agencies." The average cost of the clothes for each student is \$150.00.

Recently, when I picked up an order of Operation School Bags for Alsea students I commented on how many students we had served here in our little community so far this year. Currently, there have been nearly 60 students from our district served, or are currently in the process of being served. These students are chosen to participate in the program through requests from parents, as well as referrals from staff. A need must be shown. Most often this need can be seen on the child's feet. Shoes are too small, worn through, or not fit for the school setting. Shoes are often the hardest to cover for a family who also has ever increasing bills to pay due to inflation and life circumstances.

I can not thank the Corvallis Alliance League enough for their support of so many faces never seen. I get to deliver the bags. I get to see the joy a child expresses when they receive their bag of new

clothing items. I also get to hear the relief in the parents voices because their load has been lightened just ever so slightly. The Corvallis Alliance League volunteers don't get to see the final outcome of all the very hard work they do. I want them to know their work truly does make a difference and we are grateful.

In other news, Alsea Family Outreach received a \$100 donation from a source that would like to remain anonymous. Donations like these allow the program to deliver emergency funds or items not found elsewhere for families in need. We are grateful for the support.

Services provided this month: mentoring, peer counseling, assistance with necessary calls, assistance with applications and paperwork regarding anything from SNAP applications, child support, title exchanges, etc. Along with student check-ins, parent check-ins, assistance with parent concerns, assistance with navigating resources, and support in general for families, students and staff.

I'm excited about Alsea Schools Family Outreach program growth and with the coming recession, or maybe we are already in it I believe this program is going to continue to grow and serve the families of Alsea School District.



HR Reset Proposal  
Alsea School District  
December 8, 2022

Submitted by Sean Gallagher – Acting Superintendent

Memo to: Alsea School District Board of Directors  
From: Sean Gallagher, Acting Superintendent  
Re: Human Resources “Reset” Proposal V.2  
Date: December 1, 2022

**Background:**

After taking the position as Acting Superintendent in Alsea SD March 2022, I reviewed processes, procedures, and systems in place. As a result of this review, I noted some anomalies, inconsistencies and missing systems within Human Resources (HR) that required additional review and ultimately, solutions. Subsequently, I contracted with the Coalition of Oregon School Administrators (COSA) for an HR Consultant who could perform reviews of existing systems in place, conduct salary comparisons, provide examples of missing systems, and support the development of processes, procedures, work agreements (not exhaustive) and other systems.

The salary comparison work has been limited to non-represented (Classified, Confidential, Supervisory/Exempt and Administrative) Staff and the District’s legal counsel has reviewed documents and procedures as needed.

**Specifically:**

**Classified/Confidential/Supervisory/Administrative Employees**

1. Salary comparisons were performed using like-sized and nearby districts that Alsea potentially would compete with as an employer. Outlier “urban” Districts that typically have established higher salaries were used when a nearby district job position comparison was not available or in an attempt to match a current Alsea salary. Comparisons are not perfect—districts are unique—larger districts may have more specific “levels” within a specific job classification and in smaller districts employees may have a broader variety of job duties. In addition, we compared classified positions to the licensed teacher salary range which ranges from approximately \$26 per hour (teaching license and Bachelor’s degree) to \$45 per hour (teaching license and 30 graduate credits beyond Master’s degree). Classified positions do not require a Bachelor’s degree nor an Associate’s degree though some current positions require specialized training. Some classified job descriptions have been updated to include “preferred” degrees (Bachelor’s or Associate’s) or equivalent. These minimum qualifications are found in comparison districts and some comparison districts require degrees.
2. Job descriptions minimally exist as required by Board Policy Salary GAB. To date, 30 unique job descriptions have been re-developed with help from examples provided by other districts.
3. Insurance—it was noted that all employees, regardless of full time equivalent (FTE), received the full district paid insurance cap. Board policy GCBC/GDBC stipulates that a classified employee is eligible when “contracted for half-time or more per day”. The policy only establishes eligibility and does not indicate any proration of benefits at half-time or more. Most comparison districts have similar half-time eligibility but vary in proration of the district paid insurance cap. I have made suggestions for the proration of the District cap according to FTE as follows:
  - 0.75-1.00 FTE = full benefit
  - 0.50-.74 FTE= prorated benefit, employee can purchase the difference
  - 0.00-0.49 FTE = no benefit unless employee purchases the benefit

We have also added a benefit for qualified/eligible employees who do not need insurance and opt out, the District will place 50% of their district contribution into a Health Reimbursement Account (HRA) in lieu of insurance.

4. Life Insurance—I suggest that we add this benefit for all employees. It is an affordable benefit that will provide much needed financial support in a family’s time of intense need.
5. Salary schedules were not consistently in place and those in place varied by position in terms of step increases. I have provided proposed salary schedules for Classified (10 steps), Confidential/Supervisory/Administrative employees (8 steps) for 2022-2023 only..
6. ”Salary and Benefits”--Salary and Benefits documents are being drafted and will be proposed for Board Adoption.
7. The Staff Handbook is still in the process of being completed utilizing a model provided by Oregon School Boards’ Association (OSBA). As the Board is now experiencing, it required a deep dive into required Board policies which are currently being updated. It was during this process that the full understanding and weight of how outdated our Board policies were. Outdated policies puts the District at risk in that administrators and staff may not be following required processes defined in rule or statute. In turn, this puts students at increased risk.
8. We have contracted with OSBA to conduct a full scope policy review. The board will be experiencing an accelerated process with the help of the OSBA Policy Review team that utilizes a team of attorney’s to monitor current state and federal laws. Their assistance is critical in helping the District come into legal compliance.

### **Supervisory and Confidential Employees**

1. I recommend reclassification of the Transportation Supervisor and Asst. Transportation Supervisor into one “Transportation Supervisor” position. This position will be in the “exempt from overtime” classification. The Transportation Supervisor position will be required to perform annual evaluations of all employees under the direction of the Transportation Department Supervisor.
2. I recommend reclassification of Executive (hourly, non-exempt from overtime) Administrative Assistants under the direction of a Licensed District Administrator (e.g., Superintendent, Director of Special Education, or future Director level position).

### **Administrative Employees**

1. I recommend increasing the salary of the Director of Special Education as it is a District level position and requires an advanced (Professional) administrative licensure.
2. I recommend a slight increase in principal salaries overall; however, assistant principals will begin at a lower salary rate than was in place. This, because currently administrative salaries were the same regardless of position and had zero steps attached to reflect administrative experience.
3. I recommend adding a District paid state educational professional association dues (COSA) and professional development reimbursement for Administrators–this is in alignment with other Districts.

### **Classified**

1. Currently the district has two Instructional Assistants (IA) classifications: Tier I and Tier II. I found the differences between Tier I and Tier II general and special education IAs to be negligible or indistinguishable. The recommendation is to collapse Tier I and Tier II into one “Instructional Assistant I” job description. Furthermore, it was found that the salaries within Tier I and Tier II were not competitive and the recommendation is to increase the hourly rate. We are adding Instructional Assistant II for those employees managing, scheduling, coordinating various intervention groups. IA II positions will also track data, pull data, train other Instructional Assistants, etc. Instructional Assistant III will be for IAs who provide support for students with moderate to severe developmental physical or behavioral challenges.
2. *Transportation—to repeat, salary comparisons were performed using nearby and like-sized districts that Alsea potentially would compete with as an employer. Outlier “urban” Districts that typically have established higher salaries were used when a nearby district job position comparison was not available or in an attempt to match a current Alsea salary.* Transportation was one such example in that many nearby comparison districts contracted for this service. It appears that Alsea SD transportation drivers, mechanic, and trainer are receiving some of the highest salaries compared to comparison districts, including larger urban outlier districts. In addition, one contracted transportation service provider

starts its drivers at a lower rate of pay than what is proposed here. After a great deal of evaluation and based upon the rural location of Alsea and the large distances that drivers currently cover under sometimes inclement weather conditions, I am proposing that driver salaries remain the same. These salaries are beyond competitive, but are necessary to maintain a dedicated and engaged workforce. The drivers travel long route distances as a requirement of the district's charter status.

3. Transportation Incentives - In the exhaustive comparison search that was conducted as a part of this HR Reset project, it was noted that most transportation departments offer sign-on and longevity bonuses for certified drivers. I am recommending a \$500 sign-on bonus and a \$500 longevity bonus starting with the fifth year of service be implemented. I spoke with many Superintendents of other districts that were having to cancel routes due to a lack of drivers. Maintaining an adequate driver fleet is the bread and butter to a charter district such as Alsea. Canceling routes is not appropriate due to the distance from school to home that many of our students venture from (i.e. Walport, Junction City, Monroe, Albany, etc...)
4. "Specialized" positions—there were a number of specialized positions that were also paid at higher rates of pay as compared to comparison districts. I recommend adding these positions into more traditionally defined classified positions (e.g., Instructional Assistants, Office/Secretarial, and Executive Assistants to District Office).
5. Lunch Compensation - currently all classified employees are being paid for a 30 minute duty free lunch. This was agreed to by the district many years ago. This is not a common practice and not in compliance with current Oregon Bureau of Labor and Industries (BOLI) laws. I am recommending that this practice is eliminated to reflect current BOLI law which states:  
*"For each 8-hour work period you get these breaks free from work responsibilities:*
  - a. *Two 10 minute paid rest breaks*
  - b. *One 30 minute unpaid meal break"*
    - c. [BOLI : Meals and breaks : For Workers : State of Orego](#)

6. Holiday Pay - currently in accordance with Board Policy GCBE/GDBE - Vacations and Holiday, only classified employees that are hired "on an annual or twelve months basis" are granted the following paid holidays:

- a. 1. Independence Day; 2. Labor Day; 3. Thanksgiving day and the day after; 4. Memorial Day; 5. Veterans Day; 6. Presidents' Day; 7. Christmas day, plus one and one-half days during Christmas vacation; 8. New Year's Day; 9. Spring break (one day during regular spring vacation – not more than two employees off on any one day).

As a part of the HR Policy Reset project, this will most likely be eliminated since benefits such as Holiday pay are outlined in HR Handbooks that are still in development. The common practice is to pay employees for holidays that fall within their work calendar. A classified employee following a standard student contact calendar would most likely be granted five paid holidays. I would recommend that holiday pay be defined in the handbooks, not in policy to align with standard operating procedures.

## Evaluations

Evaluations—evaluation systems have not been fully developed for any employee group prior to my arrival March 2022.. This was a concern for all employees but specifically for licensed teachers and administrators as these are required by Oregon Law (requirements set forth in ESSA - federal law, and SB 290 - Oregon law) and the results of such evaluations must be reported to the Oregon Department of Education on an annual basis. This requirement has been in place for more than a decade. I am thrilled to let the Board know that Alsea is currently developing and implementing a legally compliant (separate) Teacher and Administrator evaluation system. The district has subscribed with TeachBoost that will integrate the new evaluation system into a streamlined electronic database system that will create much more efficiency and ease of use for all licensed staff and

supervising administrators. Collaboration with Alsea Education Association (AEA) including professional development training is still in process as required by law. In addition, evaluations are being developed for classified and confidential/exempt employees.

### **Stipends**

Each district position currently receiving a stipend will be examined and a determination will be made as to whether the stipend will continue. At this time, some stipends are not reflected in the Licensed CBA "Extra Duty" salary schedule and it is unclear why some stipends are being paid and what additional duties are being performed. All stipends paid need to align with the CBA for employees covered by the CBA. Currently Alsea Education Association (AEA) & the district have agreed to open bargaining this year to address areas such as stipends.

### **Certified Salaries**

This is a negotiated item with AEA, the district continues to place certified staff appropriately on the salary schedule. Unfortunately, there are many certified staff members that have been inappropriately placed in accordance to their level of education and experience. The district is working collaboratively with AEA to reassess certified membership salary placement in accordance with state negotiations laws.

### **Timeline & Retroactivity**

I am recommending to the board that any salaries that are increased are retroactive to July 1, 2022. The rationale is that these people have been doing their jobs all year as assigned. I recommend that all salaries that are going to be decreased will not take effect until January 2023. I feel this is the correct way to treat people as they have made financial decisions to commit to the district either way. I have personally met with all identified employees that will potentially be negatively affected pending board approval. The board can choose to amend this timeline as they see fit.

### **Funding**

I think we all wish that we could pay "business market" competitive salaries to our employees, but unfortunately the state and federal government does not fund schools at this level. After a great deal of analysis and comparisons, I am recommending that the board approve the salary schedules as presented. The HR Reset project is really a two year venture that the district is attempting to accomplish in 6-8 months.

### **Handbooks**

These documents are still in development that outline HR procedures, benefits, etc... for board consideration at a later date.

### **District Cost**

This is undetermined at this time until after the board approves the changes and I meet with all individual employees to assure placement on the adopted salary schedules. Initial estimates indicate that the adjustments recommended in the proposed salaries will actually save the district some money, although this was not the prioritized goal of the project. A more impactful goal is to balance the salary structure within the district to ensure employees are being compensated appropriately in accordance with skill level, experience, certifications, and education. It is important to remain competitive with surrounding public school districts that provide the main competition for valuable employee recruitment and retention.

Once the board approves the salary schedules, the next steps are:

- Meet with AEA officials and all AEA membership employees that we suspect were not placed appropriately on the negotiated salary schedule;
- Meet with all support staff to properly evaluate placement on the newly approved salary schedules. Most personnel files do not have current resumes and/or documentation that I could use to determine salary placement and will need to be provided by the employees.

### **Summary**

A HR Reset project is important to complete to provide both the district and the employee groups with:

1. Balanced salary and compensation packages
2. Competitive compensation with other “like” and “regionally competitive” districts
3. Fair compensation packages
4. Fiscal accountability to the public tax payers
5. Uphold pay equity legal requirements

I would like to thank the Confederation of Oregon School Administrators (COSA) for providing to the district the HR resources to be able to conduct the scope of this work with an aggressive timeline.

## Alsea School District Administrative Proposed Salary Schedule

<b>Alsea School District Administrative Proposed Salary Schedule</b>							
<b>2022-2023 Salary Schedule</b>							
<b>Administrator/Licensed</b>	<b>Days</b>	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Comparisons</b>
<b>Building Principal</b>	220	\$88,771.42	\$91,434.56	\$94,177.60	\$97,002.93	\$99,913.02	\$87K-\$120K
<b>Building Assistant Principal</b>	220	\$83,676.00	\$86,186.28	\$88,771.87	\$91,435.03	\$94,178.08	
<b>District Administrator</b>							
<b>Special Education Director</b>	240	\$98,841.55	\$101,806.80	\$104,861.00	\$108,006.83	\$111,247.03	\$88k-\$126K
<b>Business Manager</b>	260	\$79,883.00	\$83,078.32	\$87,232.24	\$91,593.85	\$97,089.48	\$79K - \$120K
12/1/2022	Note: large comparison ranges dependent upon days, # of students, and levels						



## Alea School District Classified Proposed Salary Schedule

Classified Positions	2022-23 Only											Comparison ranges Step 1	
	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
<b>Transportation</b>													
Bus Driver-Regular	163	\$25.00	\$26.25	\$27.56	\$28.66	\$29.81	\$31.00	\$31.93	\$32.89	\$33.55	\$34.22	\$17-\$19	
Bus Monitor	163	\$15.00	\$15.45	\$15.91	\$16.39	\$16.88	\$17.39	\$17.91	\$18.45	\$19.00	\$19.57	\$15.50- \$15.83	
Bus Driver Trainer	N/A	\$26.00	\$26.78	\$27.58	\$28.41	\$29.26	\$30.14	\$31.04	\$31.97	\$32.93	\$33.92	\$18.5-\$26	
Mechanic	N/A	\$26.00	\$26.78	\$27.58	\$28.41	\$29.26	\$30.14	\$31.04	\$31.97	\$32.93	\$33.92	\$21-\$24	
Dispatcher	163	\$22.50	\$23.18	\$23.88	\$24.60	\$25.34	\$26.10	\$26.88	\$27.69	\$28.52	\$29.38	\$18-\$21	
Type 10 Driver	N/A	\$16.00											
<b>Instructional Assistants</b>													
Instructional Asst. I	163	\$15.00	\$15.45	\$15.91	\$16.39	\$16.88	\$17.39	\$17.91	\$18.45	\$19.00	\$19.57	\$14-\$17	
Instructional Assistant II - Title/Intervention	200	\$16.50	\$17.00	\$17.51	\$18.04	\$18.58	\$19.14	\$19.71	\$20.30	\$20.91	\$21.54	\$14-\$21	
Instructional Assistant III	163	\$17.00	\$17.51	\$18.04	\$18.58	\$19.14	\$19.71	\$20.30	\$20.91	\$21.54	\$22.19	\$13.60- \$18.20	
Transitions/School to Work*	163	\$17.00	\$17.51	\$18.04	\$18.58	\$19.14	\$19.71	\$20.30	\$20.91	\$21.54	\$22.19	\$16-\$19.44	
<b>Family/Community</b>													
Family Outreach I*	163	\$17.25	\$17.77	\$18.30	\$18.85	\$19.42	\$20.00	\$20.60	\$21.22	\$21.86	\$22.52	\$13.55-\$20	
Family Outreach II (AA or equiv in SW/HHS Related field required)*	163	\$18.50	\$19.06	\$19.63	\$20.22	\$20.83	\$21.45	\$22.09	\$22.75	\$23.43	\$24.13	none avail	
<b>Maintenance/Grounds</b>													
Custodian I	260	\$15.00	\$15.45	\$15.91	\$16.39	\$16.88	\$17.39	\$17.91	\$18.45	\$19.00	\$19.57	\$14-\$20	

<b>Secretarial/Office</b>												
Secretary I/Clerical (new)	163	\$15.50	\$15.97	\$16.45	\$16.94	\$17.45	\$17.97	\$18.51	\$19.07	\$19.64	\$20.23	\$14-\$17
Secretary II (Head Secretary)	220-240	\$20.00	\$20.60	\$21.22	\$21.86	\$22.52	\$23.20	\$23.90	\$24.62	\$25.36	\$26.12	\$14-\$22
<b>Business</b>												
Payroll	260	\$24.00	\$24.72	\$25.46	\$26.22	\$27.01	\$27.82	\$28.65	\$29.51	\$30.40	\$31.31	\$21-\$25
Accounts Payable	260	\$21.00	\$21.63	\$22.28	\$22.95	\$23.64	\$24.35	\$25.08	\$25.83	\$26.60	\$27.40	\$18-\$28
HR Assist/Benefits	260	\$20.00	\$20.60	\$21.22	\$21.86	\$22.52	\$23.20	\$23.90	\$24.62	\$25.36	\$26.12	\$19-\$25
<b>Food Service</b>												
Food Service Coordinator	174	\$17.00	\$17.51	\$18.04	\$18.58	\$19.14	\$19.71	\$20.30	\$20.91	\$21.54	\$22.19	\$15-\$27
Food Service Worker	163	\$14.50	\$14.94	\$15.39	\$15.85	\$16.33	\$16.82	\$17.32	\$17.84	\$18.38	\$18.93	\$13.44-\$15.45
<i>Additional days may be added upon approval of the Superintendent for training, provide services, etc.</i>												
<i>*These positions generally will have additional days during summer months with approval of the Superintendent</i>												
	12/1/2022											

<b>Alsea School District 2022-2023</b>	
<b>Classified Positions</b>	
<b>Proposed Substitute Rates</b>	
<b>Transportation</b>	<b>Step 1</b>
Bus Driver-Regular	\$25.00
Bus Monitor	\$15.00
Bus Driver Trainer	\$26.00
Mechanic	\$26.00
Dispatcher	\$22.50
Type 10 Driver	\$16.00
<b>Instructional Assistants</b>	
Instructional Asst. I	\$15.00
Instructional Assistant II - Lead Title/Intervention	\$16.50
Instructional Assistant III	\$17.00
Transitions/School to Work*	\$17.00
<b>Family/Community</b>	
Family Outreach I*	\$17.25
Family Outreach II (AA or equiv in SW/HHS Related field required)*	\$18.50
<b>Maintenance/Grounds</b>	

Custodian I	\$15.00
<b>Secretarial/Office</b>	
Secretary I/Clerical (new)	\$15.50
Secretary II (Head Secretary)	\$20.00
<b>Food Service</b>	
Food Service Coordinator	\$17.00
Food Service Worker	\$14.50
	12/1/2022

Board Update  
Alsea Family Outreach  
December 8, 2022

A big Thank you to Naomi Shadwick for completing the Siletz Tribal Charitable Contribution Fund grant application. The grant reward would allow ASFO to serve/support Alsea School families when they are most in need.

I'd also like to thank Vina Moses for their incredible support. Currently, the nonprofit is getting ready to open their Christmas Giving Tree program. This program allows families to personally shop for their children in a welcoming, non-judgemental environment. This year the program will bring joy to at least 32 children from the Alsea Valley. This number does not count children who attend Alsea Schools that live elsewhere. Next year Vina Moses and ASFO hope to bring delivery of the gifts back to the valley., thus removing a barrier to many.

ASFO coordinator has also recently completed training in Vina Moses Financial help program. This means families don't need to drive to the valley when seeking assistance for rent/security deposits. They can now sign an ROI agreement and fill the application out here and have it faxed to Vina Moses. This means less waiting when in an emergent situation.

ASFO is also working with Strengthening Rural Families, The Parenting Success Network and Linn-Benton Community college to bring Squishtivities back to the community for the littles. We are also hoping to develop some parenting workshops that serve the communities needs. Some ideas brought forward so far are Internet Safety, School Readiness, Establishing Routines, Understanding your Neurodiverse child.

ASFO is also working with CSC (Community Services Consortium) to bring a Utility Assistance signup and information session/s back to the community. Energy is costly, and with current inflation it's becoming harder for many to make ends meet. This program can help immensely during this time of year when energy costs often skyrocket.

ASFO is also in discussion with Alsea Clinics Health Navigator to bring some nutrition lessons to elementary students.

ASFO coordinator has also completed the Family Support Specialist training through OFSN. This was a training received with a scholarship from the Oregon Family Success Network.

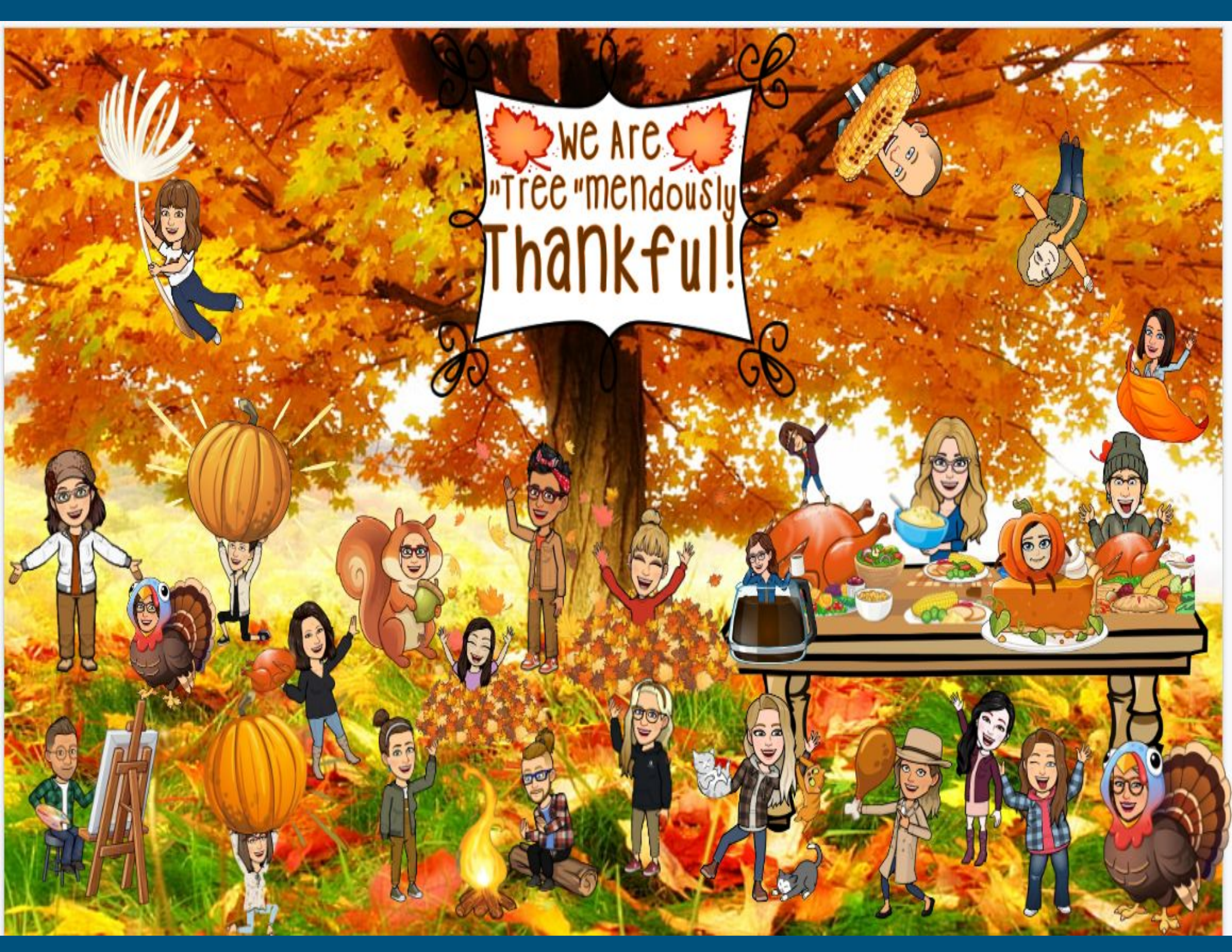
8. Reports

a. LAHO Social Media Communications & Newsletter

**Speaker(s):** Heather Shunk -

Two newsletters have gone out so far. Using SMORE is nice to see the engagement of parents viewing. How long they spend looking at newsletters etc. Social media to show what is happening in our school.

We are  
"Tree"mendously  
Thankful!



# Assembly Expectations

- Arrive to the Assembly Room 2-3 minutes before the start of the assembly.
- Turn off cameras and mute your microphones.
- Supportive messages are encouraged in the chat.



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Learn at Home  
Oregon  
2022-2023  
Character Traits

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# November Birthdays!!!



A whimsical night scene with a dark blue background. In the center, a brown dinosaur stands on a patch of ground with small green plants. To its right, a blue unicorn with a purple mane and tail stands on a white cloud. Above the dinosaur, a yellow crescent moon is visible. In the upper left, a white rocket with red and blue accents is launching from a white cloud. The sky is filled with various planets (Earth, Jupiter, Mars, Saturn) and numerous white stars. On the right, there are green leaves and a tree trunk. In the bottom left, there is a small painting on an easel and a paint palette. In the bottom right, there is a small green plant growing from a mound of soil with a bee nearby.

Wonder: desire or curiosity to know something.

or as our friend Leo described it:  
"Looking at the world and discovering  
things--learning things we never knew about."

# Character Trait Spotlight for November:



- ★ An optimistic person believes that good things will happen even when it gets difficult.
- ★ An optimist can see the positive side of things.
- ★ An optimist helps others to see the good in the world.

## optimistic

*Thank you to our 1st  
Grade Friends*

They found a little  
**courage** that simmered  
in the sun.

They blended it with  
**patience** and just a  
spice of **fun!**

They poured in **hope**  
and **laughter** and then  
with a sudden twist,

They stirred it all  
together and made an  
**optimist!**

-Author Unknown

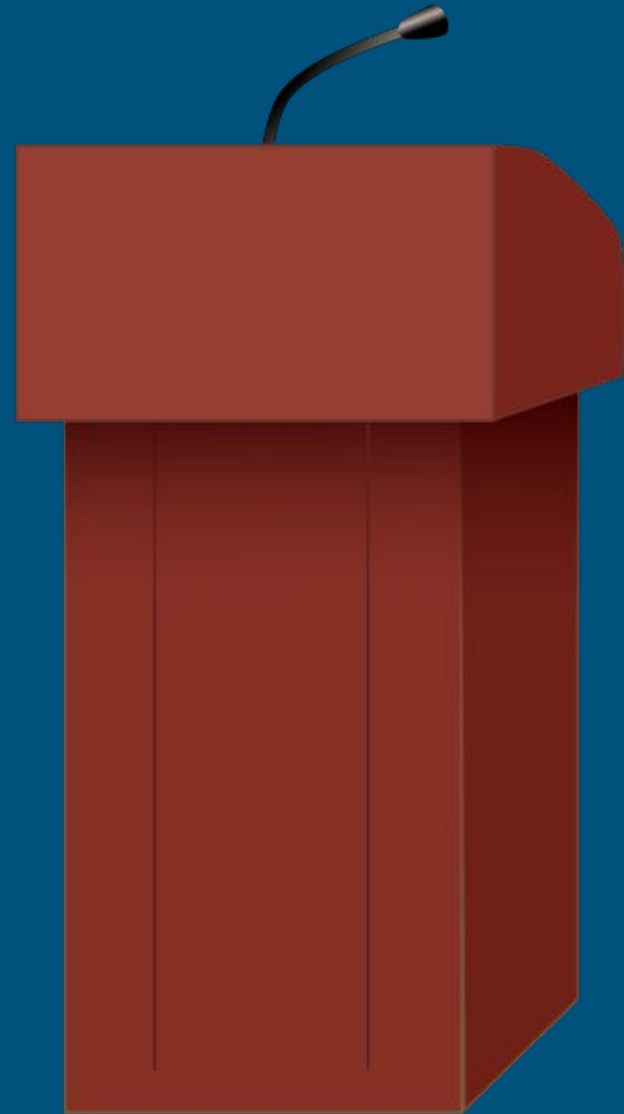


**What have you been OPTIMISTIC  
about this month?**



**Share in chat with your current or past teacher  
or IA, staff, or principals**

Teachers & IAs  
Please make  
sure to locate  
your student of  
the month and  
place them at the  
podium once  
their certificate is  
on the screen.



November Kindergarten  
Students of the Month



# Our Whole Class

For Exhibiting the Character Trait:

optimistic

hopeful and confident about the future

Love, Ms. Waverek, Ms. White, & Your Classmates

# STUDENT OF THE MONTH

is presented to

## Jade Montiel

### for OPTIMISM

Presented by:

*Mrs. Parsons*

*Mrs. C*



**November 17, 2022**



**OPTIMISM**

**Student of the Month**  
**November 1st Grade**

**JASPER EASTES**

*~You lift us up with your positive energy~*

Presented by Mrs. Ballinger & Mrs. Krayniak ~ November 17, 2022





June  
Luna  
Parker  
Trevyn

Jasmine  
Asiel  
Emma R.  
Drake  
Osk  
a

# 1st Grade friends

are  
optimistic

Especially, our friend:

## Emma Palmateer!

Ethan  
Steven  
Mackenzie  
Olivia  
Evan  
Hunter H.  
Matteo

- ★ We look on the bright side! :)
- ★ We believe that we can find the "good" in everyone!

*Congratulations! Love, Ms. Taglia*



**Student of the Month**

presented to

**Gabe Dom**

for Optimism



**Mr. Bahr  
Ms. Boser**

**November 17, 2022**



**Student of the Month**

presented to



**Destiny Winton**

for Optimism



**Mr. Bahr**

**Ms. Boser**

**November 17, 2022**

Student of the Month

Presented to

MADELINE MILLER

For demonstrating the Character Trait of

*Optimism*



Presented By Mrs. Dapkus and Ms. Snyder

November 17, 2022

# *Congratulations!*

November 2022  
The 3rd Grade recognizes

## Daphne Velek

for Exhibiting loads of the  
Character Trait:  
**Optimism!**

with great respect and affection, Mr. Sederlin,  
Ms. Lopez and your 3rd grade friends!

A person is captured in mid-air, jumping joyfully with arms raised. The background is a vibrant sunset or sunrise over a body of water, with colors ranging from deep blue at the top to bright orange and yellow near the horizon. The person is silhouetted against the bright light of the sun.

**Congratulations!**

**November 2022**

**We recognize**

**The Entire 4th Grade Class**

**for demonstrating Optimism through  
their fabulous growth mindsets!**

Thank you Tressa!  
Great advice!

dohut  
ever give  
up





# Student of the Month

is presented to

Noah Doyle

For  
Optimism

*Mrs. Bauer*

*& Ms. Zimmerman*

*November 17, 2022*

OPTIMISM IS THE FAITH THAT LEADS TO ACHIEVEMENT.  
NOTHING CAN BE DONE WITHOUT HOPE AND CONFIDENCE.

Hellen Keller

Go  
for it

# STUDENT OF THE MONTH

for 6th Grade is presented to:

## Ayva Blank

for her continuous display of OPTIMISM  
and always having a positive outlook on  
things!



Ms. Lookabaugh  
Ms. Rush



November  
2022



Today  
is a new  
day



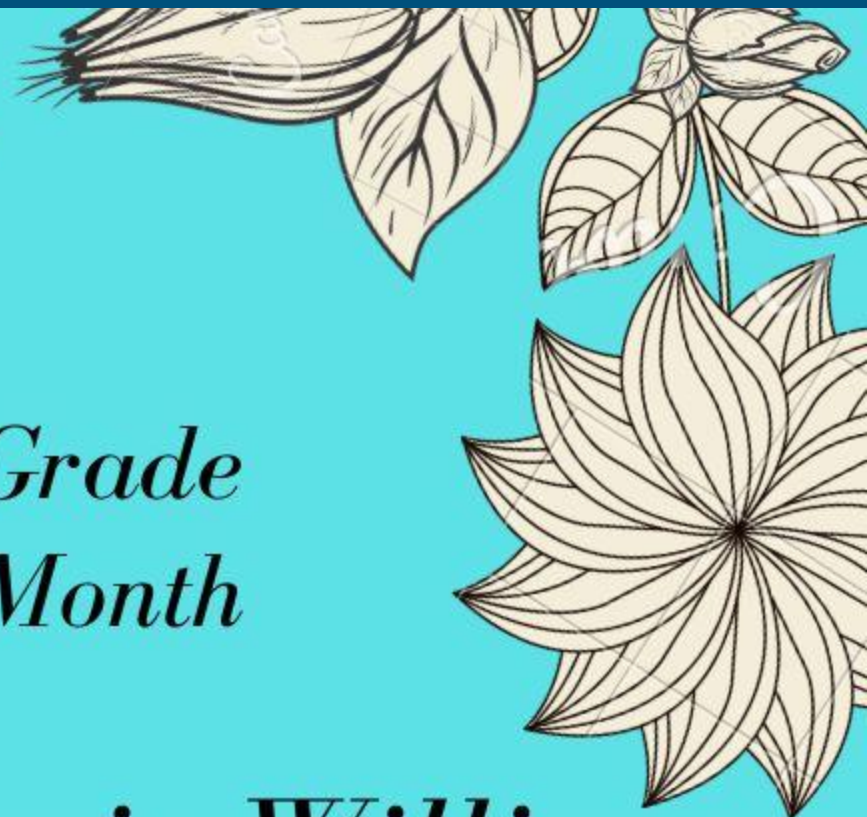
*November 7th Grade  
Student of the Month*

*This is presented to*

*Lorelai Lewis-Williams*

***For Exhibiting Optimism***

*Presented by: Ms. Winters, Ms. Wills, Miss  
Ellah, & Ms. T*





*November 8th Grade  
Student of the Month*

*This is presented to*

*Bee Gaughan*

***For Exhibiting Optimism***

*Presented by: Ms. Winters, Ms. Wills, Miss  
Ellah, & Ms. T*



The background of the image is a wall composed of vertical wooden planks. The planks are painted a vibrant blue color, but the paint is worn and peeling in many places, revealing the natural brown wood underneath. The planks are set against a background of red brick, which is visible at the top, bottom, and sides of the frame. The lighting is bright, creating strong shadows and highlights on the wood's grain.

# Legendary

This could mean heroic, influential, willful,  
focused, self reflective

We are  
"Tree"mendously  
Thankful!





**Join our Afternoon Coffee with Learning Coaches in the LaHO Assembly Room at 3pm on Thursday 11/3/22**



**Join Learn at Home Oregon K-8 on Facebook**

**Chelsey White was Recognized as Staff Member of the Month at the October 27th Alsea School Board Meeting**

## **Kindergarten IA & Substitute Teacher**



This is my 3rd year working in the education profession. I chose this career path because I want to impact student's lives in a positive way. Each day we get to create, explore, laugh, and learn without even realizing it. Everyday we get to start fresh & new and that's amazing! I love this quote: "You're braver than you believe, stronger than you seem, and smarter than you think." - A.A. Milne



**Chelsey White**

**Sharing is Caring! Let's Grow our Learning Community Together!**


Do you know of other families that are looking for an innovative, unique, and supportive online project based learning opportunity for their Kindergarten to 8th grade student? Please forward this newsletter their way as we would love to meet them. We will be scheduling online information sessions for perspective families starting in November.

**Click Here to Share Your Feedback on Learn at Home Oregon**





## Join Our Learning Community

 Facebook

 301 South 3rd Street, Alsea, OR...

 lahoinfo@alsea.k12.or.us

 (541) 487-5601

 learnathomeoregon.com

# *Learn at Home Oregon K-8*

An Online Project Based School for Oregon Students

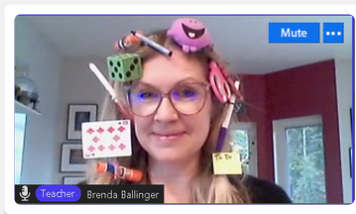
## **We Are Thankful to Be a Part of Your Child's Educational Journey**

As we move closer to Thanksgiving Day, it's a great reminder to focus on all the wonderful things that bring us joy. It can't be mentioned enough how grateful we are to play a role in your child's educational journey and to be a teammate with you to support and strengthen their confidence and abilities. Communication is a key piece of a successful school year and we appreciate being able to connect during conferences last month and look forward to more opportunities to work alongside your family. We hope that you are enjoying a wonderful break with your family and are excited to see everyone back on Monday 11/28. Happy Thanksgiving!



## **Wolverine Character Traits**

We hope that you and your child enjoyed our assembly last week focusing on the character trait of Optimism. It was so wonderful to hear how our school community grew with that trait! Our fantastic second graders have challenged our school to build a strong understanding of what it means to be Legendary. We will celebrate on December 15th in the Learn at Home Oregon Assembly Room at 4pm.



## **LaHO Spirit Week!**

It was so fun to visit each class to see the creative ways students and teachers were celebrating Spirit Week! Mrs. B definitely wins a prize for Crazy Hair Day! Her first grade students had so much fun helping her find all of the teaching tools that went missing and somehow ended up in her hair!



## **Encouragement & Donuts!**

During November, our students strengthened their understanding of Optimism and how we can use that character trait to stay focused through challenges. Thank you to one of our fabulous 4th grade students who shared very wise advice with a sweet twist. Inspired by Mrs. Naylor's love of donuts, one of her students created this amazing sign to share with her classmates and the entire school. Great job!

## **Join our Afternoon Coffee with Learning Coaches in the LaHO Assembly Room at 3pm each week on Thursday**



**Join Learn at Home Oregon K-8 on Facebook**





## 9. Financials

### a. Financial Report

**Speaker(s):** LaRae Sullivan

Regarding the HR reset, the life insurance timing would not go into effect until 10/01/2023. IRS rules will not allow payment of any employee for travel reimbursement from home to work just for clarification.

Enrollment was up for Learn at Home Oregon, but overall enrollment is still down from last year. We won't see a huge savings or increase in income until our enrollment goes up. With the 49-51 split, we are looking at increased costs that will be going up next year as well as 49 splits of revenue for the state. Page 1 of the financial statements is a year to date for your information. Page 2 is more detailed, comparing budgeted to committed costs. Reviewing fund 100 and functions, she is trying to reallocate as much as possible to the Grant agreement. General fund transfers were set at \$530,000, which has been lowered due to the fact that we are getting a DEQ grant for our decommissioned busses and may not need to transfer as many buses for our transportation. On page 6 you can see that our general interest is much greater than in prior years at this time. Expenditures on page 8 are from July to November in comparison to previous years. Our salaries and benefits are slightly higher but we did do some late-year hiring. But because of decreased enrollment, we need to spend accordingly. The main effect will be seen next year.



MEMORANDUM

December 8<sup>th</sup>, 2022

TO: Alsea School District Board of Directors
FROM: LaRae Sullivan, LBL-ESD Assistant Business Manager
RE: November 30<sup>th</sup>, 2022 Financial Statements

Board Members,

Attached you will find the 2022-23 financial statements through November 30<sup>th</sup>, 2022. These statements include the General Fund Statement of Revenues Budget vs. Actual, General Fund Statement of Expenditures Budget vs. Actual, and total Appropriations for the year.

The General Fund statements include the actual revenues and expenditures from July 1, 2022 through November 30<sup>th</sup>, 2022. The estimated General Fund Ending Fund Balance is \$1,344,733. This is projected with expenditure appropriation estimated with savings and use per function of budget. This is also compared to last years actuals. Unappropriated Ending Fund Balance make up \$1,341,734 of the Fund Balance total.

At this time there are still no additional funds being released to the State School fund for next fiscal year.

All of Alsea School District 7J investments are held in the Local Government Investment Pool. Investments total \$3,660,749.76 and are yielding an annualized interest rate of 2.68% through November 30<sup>th</sup>, 2022.

Enrollment: Please remember enrollment could change on a daily basis. These numbers are as of: 12/01/2022

Table with 15 columns: Grade, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Total. Rows include In Building and Learn at Home Oregon with enrollment data as of 12/01/22.

Total Enrollment for all schools equals 543 for the month of November 2022.

Please let me know if you have any questions or concerns regarding these statements.

**Alesea School District 7J**  
**General Fund: Statement of Revenue Budget Vs. Actual**  
**For the Fiscal Year 2022-2023**  
**As of 11/30/2022**

Source	Adopted 2022-23 Budget	Actual YTD Rev. 11/30/2022	Projected through 6/30/2023	Total Estimated 2022-2023	(Over)/Under Budget	Total Actuals YTD* 6/30/2022	Adopted 2021-22 Budget
<b>SSF Funding</b>							
1111 Current Year Property Taxes	\$ 450,000	445,934	17,566	\$ 463,500	\$ (13,500)	460,495	\$ 425,000
1112 Prior Year's Property Taxes	1,500	429	2,946	\$ 3,375	(1,875)	3,966	5,000
1190 Penalties & Interest	1,000	298	702	\$ 1,000	-	1,133	1,500
2101 County School Funds	2,500	-	5,000	\$ 5,000	(2,500)	8,805	2,400
3101 State School Support Funds	10,531,799	5,246,316	3,833,003	\$ 9,079,319	1,452,480	10,732,474	10,548,592
3101 SSF- High Cost Disability Payment	-	-	5,000	\$ 5,000	(5,000)	4,518	-
3101 SSF- May Adjustment	-	-	-	\$ -	-	-	-
3103 Common School Fund	26,000	-	49,000	\$ 49,000	(23,000)	48,709	26,000
<b>Total SSF Funding</b>	<b>11,012,799</b>	<b>5,692,977</b>	<b>3,913,217</b>	<b>9,606,194</b>	<b>1,406,605</b>	<b>11,260,101</b>	<b>11,008,492</b>
<b>Non State School Support Formula Sources</b>							
<b>Local Sources</b>							
1412 Transportation Fees from Other Dist.	-	-	-	\$ -	-	-	-
1510 Interest on Investments/Taxes	25,000	30,002	4,998	\$ 35,000	(10,000)	26,580	20,000
1710 Admissions	-	-	-	\$ -	-	-	100
1920 Donations from Private Sources	1,000	1,100	-	\$ 1,100	(100)	800	1,000
1940 Services Provided to Other Ed.- General	35,000	-	-	\$ -	35,000	-	50,000
1940 Services Provided to Other Ed.- KVCS	-	28,250	6,750	\$ 35,000	(35,000)	28,775	66,000
1940 Services Provided to Other Ed.- WLA	-	14,325	20,675	\$ 35,000	(35,000)	35,392	120,000
1960 Recovery of Prior Year Exp.	-	-	-	\$ -	-	(2,613)	-
1980 Fees Charged to Grants	4,000	5,076	9,000	\$ 14,076	(10,076)	6,048	-
1990 Miscellaneous Local Revenue	15,000	16,140	18,860	\$ 35,000	(20,000)	39,421	15,000
1991 Misc. Erate	-	-	-	\$ -	-	-	20,000
2102 Education Service District Resources	5,000	-	500	\$ 500	4,500	-	40,000
2199 Other Intermediate Source	-	-	-	\$ -	-	69	-
<b>Total Non Formula Local Sources</b>	<b>85,000</b>	<b>94,894</b>	<b>90,783</b>	<b>185,676</b>	<b>(100,676)</b>	<b>134,472</b>	<b>332,100</b>
<b>State/Federal Sources</b>							
3199 Other Grants-In-Aid	-	-	-	-	-	-	-
3203 Special Ed	5,000	-	5,000	5,000	-	8,393	-
<b>Total State/Federal Sources</b>	<b>5,000</b>	<b>-</b>	<b>5,000</b>	<b>5,000</b>	<b>-</b>	<b>8,393</b>	<b>-</b>
<b>Other Sources</b>							
5160 Lease Purchase	-	-	-	-	-	-	-
5300 Sale/Loss of Fixed Assets	5,000	-	-	-	5,000	-	5,000
5400 Beginning Fund Balance	1,800,000	-	1,093,000	1,093,000	707,000	1,696,388	2,100,000
<b>Total Other Sources</b>	<b>1,805,000</b>	<b>-</b>	<b>1,093,000</b>	<b>1,093,000</b>	<b>712,000</b>	<b>1,696,388</b>	<b>2,105,000</b>
<b>Total Non SSF Revenue</b>	<b>1,895,000</b>	<b>94,894</b>	<b>1,188,783</b>	<b>1,283,676</b>	<b>611,324</b>	<b>1,839,252</b>	<b>2,437,100</b>
<b>Total Resources</b>	<b>\$ 12,907,799</b>	<b>5,787,871</b>	<b>\$ 5,101,999</b>	<b>\$ 10,889,870</b>	<b>\$ 2,017,929</b>	<b>\$ 13,099,353</b>	<b>\$ 13,445,592</b>
				Less Estimated Requirements	\$ (9,545,137)		
				<b>Estimated Ending Fund Balance</b>	<b>\$ 1,344,733</b>		
				<b>Less UEFB</b>	\$ 1,341,734		
				<b>Estimated Ending Fund Balance</b>	\$ 2,999		

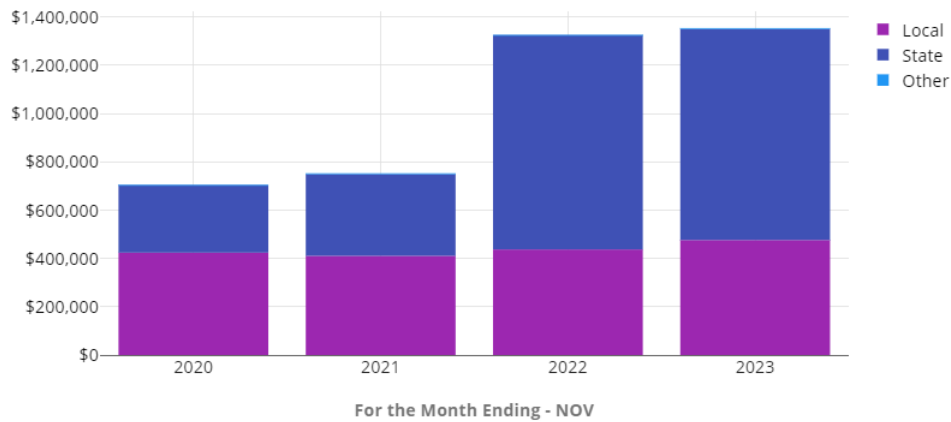
Alesa School District 7J  
 General Fund: Statement of Expenditures Budget Vs. Actual  
 For the Fiscal Year 2022-2023  
 As of 11/30/2022

Function	Adopted 2022-23 Budget	Actual YTD Exp. 11/30/2022	Projected through 6/30/2023	Total Estimated 2022-2023	(Over)/ Under Budget	% Committed	Total Actuals YTD* 6/30/2022	Adopted 2021-22 Budget
<b>Instruction</b>								
1111 Elementary, K-6	1,777,633	416,229	1,059,206	1,475,435	302,198	83.00%	1,777,484	2,026,282
1112 Learn at Home (LAHO)	-	-	-	-	-	0.00%	4,079	-
1113 Elementary Extracurricular	17,443	-	14,652	14,652	2,791	84.00%	9,505	-
1121 Middle/Junior High Programs	734,134	199,566	417,107	616,673	117,461	84.00%	713,180	715,357
1122 Middle/Junior High School Extracurricular	24,371	12,066	8,405	20,472	3,899	84.00%	16,680	40,051
1131 High School Programs	515,653	203,006	230,143	433,149	82,504	84.00%	558,393	577,238
1132 High School Extracurricular	109,764	58,600	33,602	92,202	17,562	84.00%	123,459	114,943
1140 Pre-K	14,826	453	-	453	14,373	3.05%	13,403	217
1210 Programs for the Talented and Gifted	21,831	23,202	8,629	31,831	(10,000)	145.81%	12,434	109
1250 Programs for Students w/Severe Disabilities	1,457,424	368,052	725,016	1,093,068	364,356	75.00%	1,268,978	1,309,845
1280 District Alternative Programs	49,288	799	10,603	11,402	37,886	23.13%	62,209	101,503
1288 Charter School Payments	900,000	431,500	285,500	717,000	183,000	79.67%	1,621,500	1,659,200
1291 ELL	92,746	23,867	54,040	77,907	14,839	84.00%	54,431	-
<b>Total Instruction</b>	<b>5,715,113</b>	<b>1,737,340</b>	<b>2,846,902</b>	<b>4,584,242</b>	<b>1,130,871</b>		<b>6,235,735</b>	<b>6,544,745</b>
<b>Support Services</b>								
2113 Family Support Liaison	56,254	1,372	4,253	5,625	50,629	10.00%	54,323	106,925
2114 Staff Accounting Services	134,066	129,133	43,482	172,615	(38,549)	128.75%	279,106	275,000
2120 Guidance Services	111,172	-	1,112	1,112	-	1.00%	-	113,449
2122 Guidance Services	-	2,672	-	2,672	-	0.00%	-	-
2134 Nurse Services	-	4,242	10,758	15,000	(15,000)	0.00%	-	-
2142 Psychological Testing Services	40,000	10,596	23,004	33,600	-	84.00%	-	-
2150 Speech Pathology and Audiology Services	-	21,354	101,354	122,707	(122,707)	0.00%	-	-
2152 Speech Pathology Services	49,809	9,995	31,845	41,840	7,969	84.00%	161,944	204,768
2160 Other Student Treatment Services	14,000	4,281	7,479	11,760	2,240	84.00%	17,771	-
2190 Service Direction, Student Support Services	260,933	42,382	176,802	219,184	-	84.00%	88,807	100,128
2222 Library/Media Center	1,250	74	976	1,050	200	84.00%	-	39,106
2230 Assessment and Testing	-	3,226	1,774	5,000	(5,000)	0.00%	-	-
2240 Staff Development	1,000	2,370	3,470	5,840	(4,840)	584.00%	34,426	1,063
2310 Board of Education	180,750	61,180	90,650	151,830	28,920	84.00%	172,584	163,450
2321 Office of the Superintendent Services	373,103	146,838	166,569	313,407	59,696	84.00%	340,042	350,574
2410 Office of the Principal Services	1,046,124	447,384	431,360	878,744	167,380	84.00%	1,234,165	1,269,651
2520 Fiscal Services	484,103	163,213	243,434	406,647	77,456	84.00%	440,450	394,773
2540 Operation & Maintenance of Plant	647,012	305,915	341,097	647,012	-	100.00%	679,074	697,202
2543 Care and Upkeep of Grounds	-	538	-	538	(538)	0.00%	-	-
2544 Maintenance	-	-	-	-	-	0.00%	12,654	6,553
2550 Student Transportation Services- Alesa	683,498	259,802	389,521	649,323	34,175	95.00%	682,712	636,820
2550 Student Transportation Services- KV	365,650	108,742	198,404	307,146	58,504	84.00%	299,815	371,241
2550 Student Transportation Services- WLA	410,215	131,553	196,619	328,172	-	80.00%	353,841	319,550
2558 Special Ed Transportation Services	54,103	6,398	15,243	21,641	32,462	40.00%	15,304	11,267
2572 Purchasing Services	-	-	-	-	-	0.00%	-	17,109
2660 Technology	267,915	69,558	131,378	200,936	66,979	75.00%	420,892	295,464
<b>Total Support Services</b>	<b>5,180,957</b>	<b>1,932,817</b>	<b>2,610,583</b>	<b>4,543,400</b>	<b>399,976</b>		<b>5,287,909</b>	<b>5,374,093</b>
<b>Other Requirements</b>								
5110 Long-Term Debt Service	19,995	19,995	-	19,995	0	100.00%	141,278	151,499
5200 Transfers of Funds	530,000	0	397,500	397,500	132,500	75.00%	281,500	281,500
6000 Contingency	120,000	0	-	-	120,000	0.00%	-	93,755
<b>Total Other Requirements</b>	<b>669,995</b>	<b>19,995</b>	<b>397,500</b>	<b>417,495</b>	<b>252,500</b>		<b>422,778</b>	<b>526,754</b>
<b>Total Requirements</b>	<b>\$ 11,566,065</b>	<b>\$ 3,690,152</b>	<b>\$ 5,854,985</b>	<b>\$ 9,545,137</b>	<b>\$ 1,783,347</b>		<b>11,946,422</b>	<b>\$ 12,445,592</b>

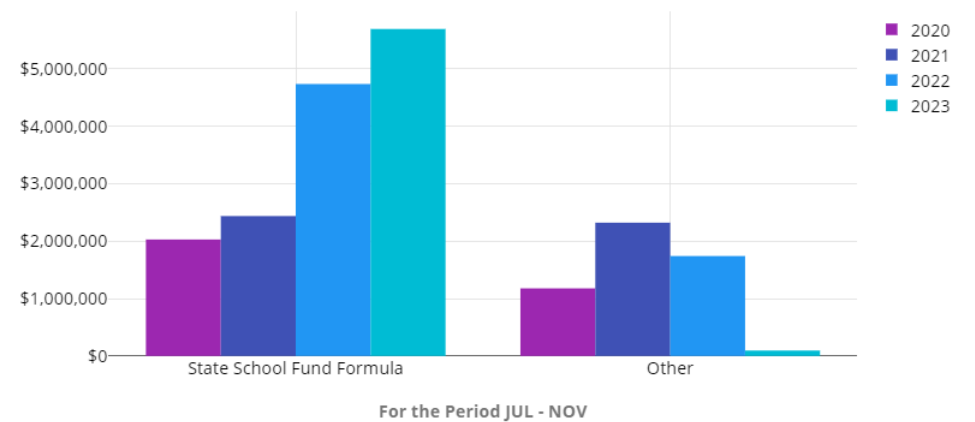
**Alesea School District 7J**  
**YTD Appropriations - General Fund**  
**For the Fiscal Year 2022-2023**  
**As of 11/30/2022**

Fund	Appropriations	Resolutions	YTD	Encumbrances	Totals	(Over)/Under Budget
<b>General Fund, 100</b>						
1000 Instruction	\$ 5,715,113	\$ -	\$ 1,737,340	\$ 2,846,902	\$ 4,584,242	\$ 1,130,871
2000 Support Services	\$ 5,180,957	\$ -	\$ 1,932,817	\$ 2,610,583	\$ 4,543,400	\$ 637,557
5100 Debt Service	\$ 19,995	\$ -	\$ 19,995	\$ -	\$ 19,995	\$ 0
5200 Transfers	\$ 530,000	\$ -	\$ -	\$ 397,500	\$ 397,500	\$ 132,500
6000 Contingency	\$ 120,000	\$ -	\$ -	\$ -	\$ -	\$ 120,000
<b>Sub Totals</b>	<b>\$ 11,566,065</b>	<b>\$ -</b>	<b>\$ 3,690,152</b>	<b>\$ 5,854,985</b>	<b>\$ 9,545,137</b>	<b>\$ 2,020,928</b>
<hr/>						
<b>Totals</b>	<b>\$ 11,566,065</b>	<b>\$ -</b>	<b>\$ 3,690,152</b>	<b>\$ 5,854,985</b>	<b>\$ 9,545,137</b>	<b>\$ 2,020,928</b>

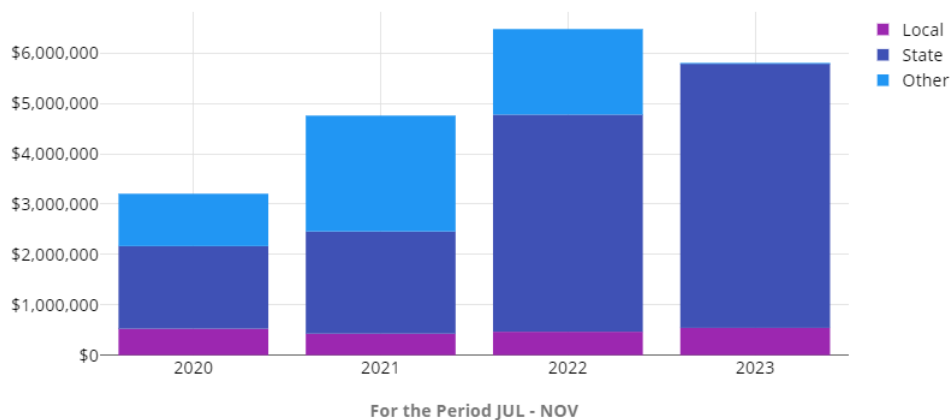
General Fund Historical Revenues for Current Month



General Fund Year to Date Revenues



General Fund Year to Date Revenues by Source



Source Level 1	For the Period JUL - NOV			
	2020 YTD Amount	2021 YTD Amount	2022 YTD Amount	2023 YTD Amount
1000-1999 Local Sources	\$524,666	\$426,162	\$465,062	\$541,555
2000-2999 Intermediate Sources	\$0	\$0	\$2,095	\$0
3000-3999 State Sources	\$1,641,068	\$2,030,933	\$4,312,362	\$5,246,316
5000-5999 Other Sources	\$1,039,793	\$2,300,055	\$1,696,388	\$0



2022-2023 Alsea SD 7J | General Fund Overview - Revenue

YTD Local Sources

101.70% of Budget

Prior Year YTD: 77.51% of Actuals

YTD State Sources

49.67% of Budget

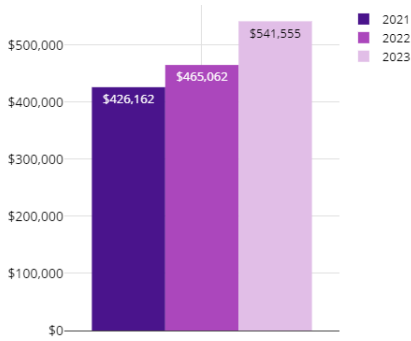
Prior Year YTD: 39.95% of Actuals

YTD All Sources (except 5400s)

52.11% of Budget

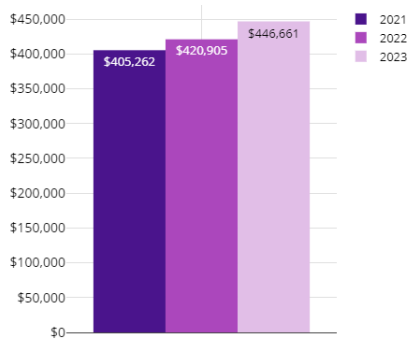
Prior Year YTD: 41.91% of Actuals

Local Sources (1000s)



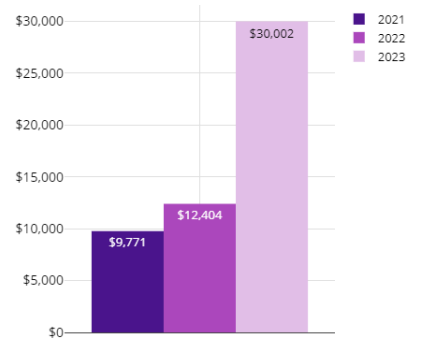
For the Period JUL - NOV

Property Taxes (1100s)



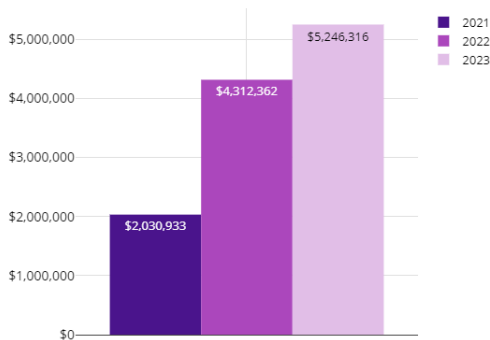
For the Period JUL - NOV

Interest Earnings (1500s)



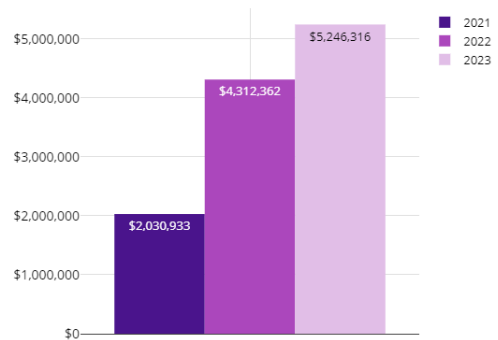
For the Period JUL - NOV

State Sources (3000s)



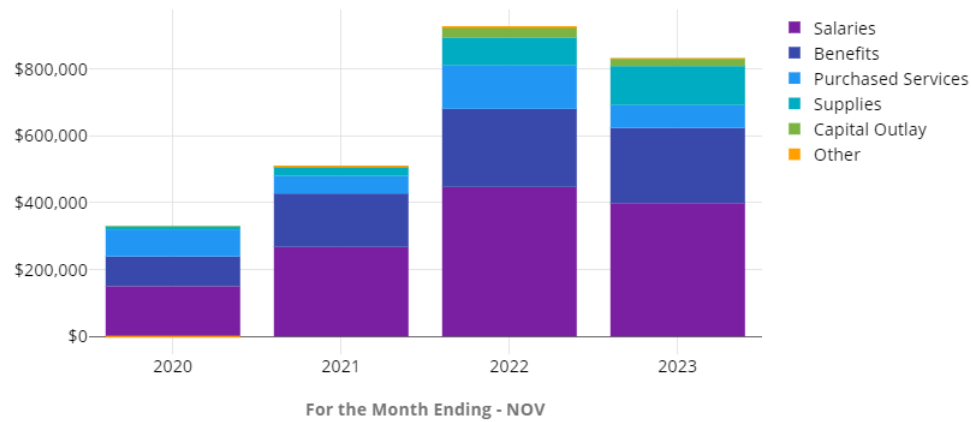
For the Period JUL - NOV

State School Fund (3101)

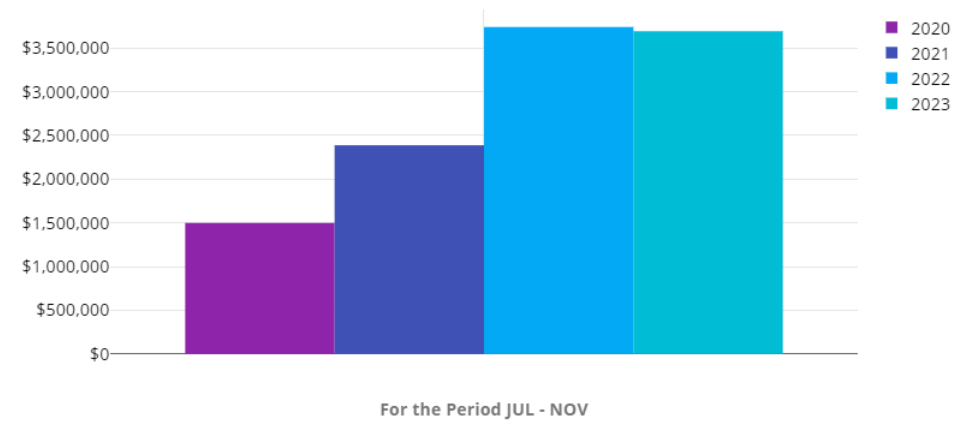


For the Period JUL - NOV

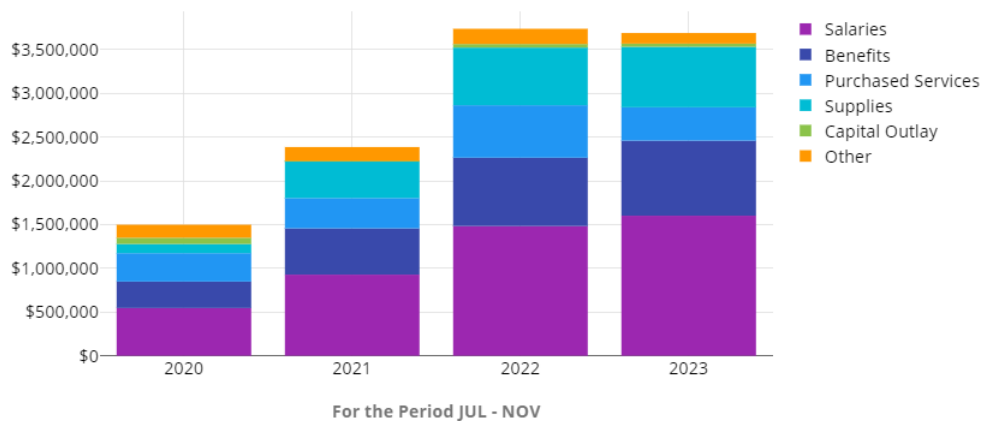
General Fund Historical Expenses for Current Month



General Fund Year to Date Expenses



General Fund Year to Date Expenses by Object



Object Level 1	For the Period JUL - NOV			
	2020	2021	2022	2023
	YTD Amount	YTD Amount	YTD Amount	YTD Amount
Salaries	\$545,965	\$928,126	\$1,483,022	\$1,601,840
Benefits	\$302,456	\$529,122	\$781,784	\$858,212
Purchased Services	\$324,849	\$346,499	\$599,830	\$380,683
Supplies	\$104,799	\$422,417	\$658,861	\$691,343
Capital Outlay	\$71,848	\$0	\$41,070	\$36,858
Other	\$148,380	\$160,518	\$174,114	\$121,216



YTD Salary and Benefits

**29.26%** of Budget

Prior Year YTD: 29.74% of Actuals

YTD Purchased Services

**40.96%** of Budget

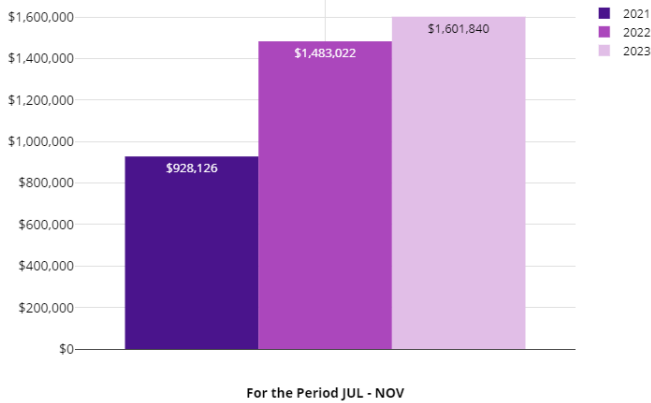
Prior Year YTD: 28.64% of Actuals

YTD Other Expenses

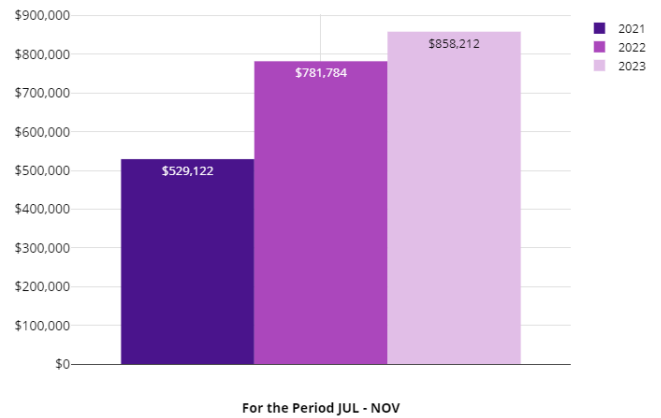
**40.25%** of Budget

Prior Year YTD: 39.09% of Actuals

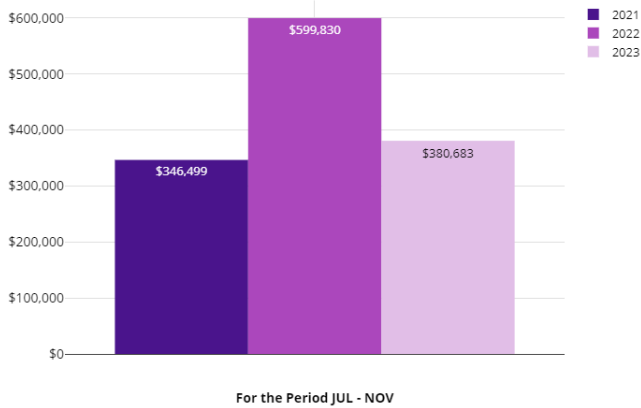
Salaries (100s)



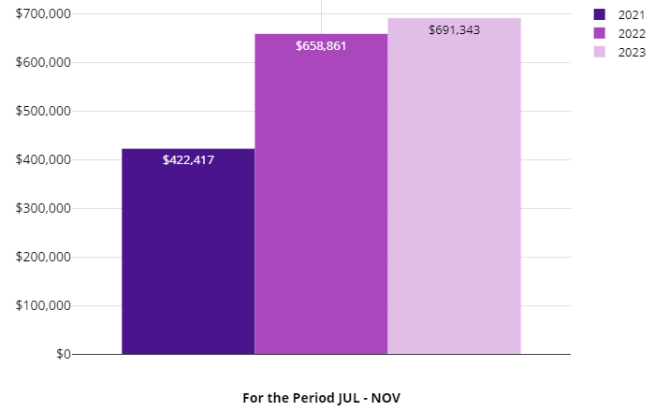
Benefits (200s)



Purchased Services (300s)



Supplies (400s)



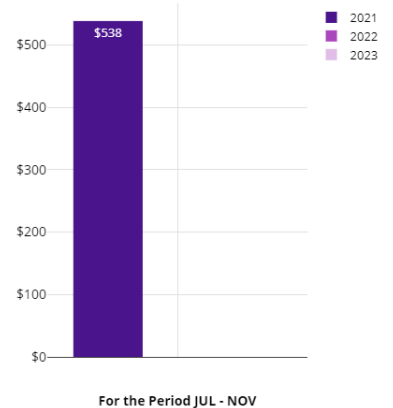
Capital Outlay (500s)



Other Objects (600s)



Transfers (700s)



10. Payment of Bills for November

**Speaker(s):** LaRae Sullivan - Board packets are missing the list of bills that are needing to be paid. LaRae will pull the information and email it to Mr. Gallagher, and he will share it with the School Board.

Debra Lindberg asked for clarification on the wireless license. We currently have to pay \$18,000 per year and the system we are moving to will move us to \$1000 per year. This will be in conjunction with the ESD and reimbursable.

## STUDENT BODY ACCOUNTS

Account Code	Program	Balance
259.1113.xxxx.006.000.301	5 <sup>th</sup> /6 <sup>th</sup> Grade	\$ 82.74
259.xxxx.xxxx.00x.000.297	AIM	\$ 500.00
259.1132.xxxx.007.000.401	Annual	\$ (935.99)
259.1132.xxxx.007.000.464	Class of 2021	\$ 1.10
259.1132.xxxx.007.000.465	Class of 2022	\$ 41.90
259.1132.xxxx.007.000.466	Class of 2023	\$ 363.22
259.1132.xxxx.007.000.467	Class of 2024	\$ 539.56
259.1132.xxxx.007.000.469	Class of 2025	\$ -
259.1132.xxxx.007.000.416	District	\$ 2,003.14
259.1113.xxxx.006.000.305	Elementary PE	\$ 618.87
259.1113.xxxx.006.000.310	Elementary Reading (Jog-a-Thon)	\$ 7,550.45
259.1113.xxxx.006.000.315	Elementary Field Trip Fund	\$ (265.87)
259.1132.xxxx.007.000.316	HS Field Trip Fund	\$ -
259.1132.xxxx.007.000.402	Art	\$ 434.21
259.1132.xxxx.007.000.404	Culinary Arts	\$ 147.18
259.1113.xxxx.006.000.320	Forest Camp	\$ 20.78
259.1132.xxxx.007.000.422	Gate Receipts	\$ -
259.1132.xxxx.007.000.406	Honor Society	\$ 23.18
259.1132.xxxx.007.000.407	Horticulture	\$ 1,125.10
259.1132.xxxx.007.000.423	HS Baseball	\$ 1,225.87
259.1132.xxxx.007.000.424	HS B BKB	\$ 256.02
259.1132.xxxx.007.000.425	HS Cheer	\$ (168.39)
259.1132.xxxx.007.000.426	HS Football	\$ 3,221.26
259.1132.xxxx.007.000.427	MS & HS G BKB	\$ 2,488.65
259.1132.xxxx.007.000.428	HS Track	\$ 305.90
259.1132.xxxx.007.000.429	HS Volleyball	\$ 2,693.45
259.1132.xxxx.007.000.430	HS Wrestling	\$ 1,170.05
259.1113.xxxx.006.000.325	KG	\$ 181.02
259.1132.xxxx.007.000.468	Kingfisher	\$ 202.00
259.1132.xxxx.007.000.403	Leadership	\$ (5,137.62)
259.1113.xxxx.006.000.330	Library	\$ 991.25
259.1132.xxxx.007.000.450	Memorial Mr. Nick	\$ 1,073.00
259.1132.xxxx.007.000.451	Memorial Sport	\$ 339.50
259.1132.xxxx.007.000.452	Memorial Tyson Schreiber	\$ 6,565.55
259.1132.xxxx.007.000.453	Memorial Samantha Hendrix	\$ 500.00
259.1132.xxxx.007.000.454	Alsea Education Association Scholarship	\$ -
259.1122.xxxx.005.000.501	Middle School	\$ 441.21
259.1132.xxxx.007.000.408	Music/Drama	\$ 183.88
259.1113.xxxx.006.000.298	PBIS/PTO	\$ 35.61
259.1132.xxxx.007.000.409	Shop	\$ 639.25
259.1132.xxxx.007.000.410	Forestry	\$ (364.30)
259.1132.xxxx.007.000.415	Student Council	\$ 1,436.82
259.1113.xxxx.006.000.335	TAG	\$ 240.00
259.1113.xxxx.006.000.340	Technology for a Cause	\$ 166.08
259.1132.xxxx.007.000.431	Wolverine Athletic Fund	\$ 4,644.29
<b>TOTAL</b>		<b>\$ 35,579.92</b>

## 11. Patron Comments:

**Joni Olsen**, requested to speak first: thank you for your service, current policy BBDH under review? Members of the public are invited to share. The public can request to place items on the agenda. Trying to navigate an avenue, submitted request 11/29/2022. She was told she could not ask to add an item. Ultimately, she was invited to talk to Sean Gallagher and Risteen Follett. She felt the conversation was open and honest. How can the public better engage with SB members? Is this an appropriate way to address the HR reset? She is having a hard time with timeframe and lack of information for the board to approve the salary schedule.

**Samantha Pedder**, I have been an employee with the Alsea School for 7 years. I was told on more than one occasion my pay would not be affected as I was too good of an employee and most likely more duties would be added. What I would like to do is passionately dive into what she brings to the school. She feels this will negatively impact the RTI program and students. I am a single mother, and with the opportunities that were afforded me in January of 2021 it gave me many opportunities to support her family. I felt valued and appreciated. With a \$6400 per year decrease in pay, I will not enable her to make mortgage payments etc. I never imagined that all that was promised to me could be taken away.

**Anna DuBord**, I understand that Sean Gallagher has been given a daunting task. Please recognize the areas of change and pay scale. Why does it have to happen in January vs at the end of the school year? Some staff are receiving a very significant pay cut. Causing even more hardship for staff who have to travel over the mountain. Alsea School District is very unique with staff wearing many hats to keep the school running.

**Carmen Martin** - I have lived here a long time. I have been through a lot. I agree there needs to be a balance and I appreciate everything Sean has been doing. But it is going too fast. I am requesting to slow the process down instead of continuing with a 'knee jerk' reaction.

**Risteen Follett** thanked the staff and community for reaching out and telling their stories. It is not an easy thing to do.

## 12. Board Comments

**Debra Lindberg**, spoke to Mr Adams regarding the Superintendent search. There was some incorrect data i.e., it said that we have 900 students, when in fact we have 556 with 226 being brick and mortar. It was also not mentioned that we are a charter school. He will do a little write-up about the Learn at Home Oregon program and add that to the corrected flier. He wanted to know if January 5, 2023 was a good day for the online training session for the hiring committee. The training session will only last an hour. There are middle school basketball games that date. Risteen Follett says that 7:00 PM would work.

## 13. Approval of Minutes: November 10, 2022

Risteen Follett stated that the times noted for the executive session and open session were incorrect. Approve with modifications.

Alsea School Board Meeting  
Thursday, November 10, 2022 6:00 PM Pacific

Alsea School Library  
301 South 3rd Street  
Alsea, OR 97324

1. Executive Session 6:00pm

To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))  
Went into executive session at 1800. Left the executive session at 1900.

2. Open Session

Went back into open session at 1800.

3. Call to Order

Began Open session at 1903

4. Flag Salute

5. Approval of the Agenda

Motion to Approve the Agenda as written; Seconded, All in Favor. This motion, made by Deb Lindberg and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Deb Lindberg motioned to approve Agenda after adding executive session (ORS 192.660(2)(h)) to follow the other sessions; Seconded Ryan VanLeuven, All in Favor. This motion, made by Deb Lindberg and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

**Add executive session (ORS 192.660(2)(h)) to follow the other sessions**

6. District Recognition:

a. Brick and Mortar

i. Student:

ii. Employee

iii. Volleyball Team and Coaches Honored for Fall Achievements - Bart Rothenberger

**a. Brick and Mortar (Eric Clendenin)**

**i. Student: of the month for Middle School and High School are MS Carter Campbell and Tamara O'Brien, High School was Stetson White and Tiiffany Lile.**

**ii. Employee of the Month was Mr. Nathan Roberts**

**iii. Volleyball Team and Coaches Honored for Fall Achievements -**

**Bart Rothenberger: praised the volleyball coaches Ricki Hendrix, Anna Chilcote and volunteer, Risteen Follett. He praised the volleyball team. Great year for Volleyball we were 4th in the league, took third seed to state, ended up playing the State champs in the**

first game at state. The volleyball team maintained a GPA 3.29. Congratulations to all for the well deserved recognition.

7. Superintendent Report:

Sean Gallagher

- a. Safety and Security Inspection
- b. Bond Update:  
Sean Gallagher

**Superintendent Report: Sean Gallagher:**

- a. **Alsea Outreach Happenings,**  
**Presented: Sara Littlefield - Unable to attend**
- b. **Safety and Security Inspection: addressed enhanced safety and electronic doors and intercom system. District nurse with AED machines, comprehensive reports that show how the assessment is going. We have a lot of good things that we're currently doing. The report also showed some areas that need to be work on.**
- c. **The award assembly was great! Pizza feed**
- d. **Bond Update:**  
Sean Gallagher

8. Reports

- a. Booster Club Report

**Booster Club Report presented by Terry Lunsford: There is a form for the booster club, if you would like a donation from them now. They want to support all of the Alsea School programs. Just had their 1 year anniversary. They have received grants so far for \$16,732. Going to continue to do Spirit Gear. CTE programs have had some donations recently. They would like to help improve the facilities in the future. Let them know of any ideas. They are currently community raffle is for a quilt. They want to say "yes" to all requests however there is just not enough to go around...yet. Please use the request form or email [info@alseaboosters.com](mailto:info@alseaboosters.com). The need must be one not filled by the school.**

9. Financials

- a. Accounts
- b. Three Year Budget Plan

**Financials: LaRea Sullivan:**

a. **Accounts: Memo about financials, 522 up to 526 in enrollment (B&M). Updated to the State as of 10-1, there will be some loss for this year. Won't see it fully till next year. Conservative spending for this year. New forms added. The top 10 categories are the most budget heavy**

b. **Three Year Budget Plan: Still working on this plan. It's expected at 9.1 billion, but currently at 9.3 billion. ASB accounts are lined out with the account balances.**

**RisteenFollet: wants to know about the negative account and what they are doing to figure out a plan to move forward. Sean Gallagher: they were inherited and due to COVID there has been no opportunities to replenish them. There were also promises of funds that were never followed through. Vacation day policy and review: current policy was overridden by**

**a memo on 6-8-22, for 10 instead of 11.5. The exact days need to be cleaned up. The new 158 classified employees getting paid for 5 holidays, cost analysis included.**

10. Payment of Bills for October

Deb Lindberg Motioned to Pay the Bills for October and First Two Weeks of November; Seconded, Ryan VanLeuven, All in Favor. This motion, made by Deb Lindberg and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Payment of bills for October.

11. Patron Comments:

**Patron Comments: Jennifer Lookabought: during a recent meeting with Catherine Ellis and Sean Gallagher, brought to their attention that the LaHO staff are not known. Remind Community and Board that they are in fact real people. Asked the staff to give little snippets of their concerns and hopes. Went over the pay discrepancy that the "HR Reset" has brought forward. She is no longer able to afford to stay due to the reset. She's saddened by this development. \*see the document that she put forth to the board\***

12. Board Comments

Board Comments: None at this time.

13. Approval of Minutes: October 27, 2022

Risteen Follett Motioned to Approve the Minutes from the October 27th Board Meeting; Seconded, Deb Lindberg, All in Favor. This motion, made by Risteen Follett and seconded by Deb Lindberg, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Approval of minutes for October 27, 2022

14. Board Discussion

a. Superintendent Search

b. Second Reading of Policies:

- i. AC, Nondiscrimination
- ii. AC-AR , Discrimination Complaint Procedure
- iii. ACB, Every Student Belongs
- iv. ACB-AR, Bias Incident Complaint Procedure
- v. BB, Board Legal Status
- vi. BBA, Board Powers and Duties
- vii. BBAA, Individual Board Member's Authority and Responsibilities
- viii. BBB, Board Elections
- ix. BBBA, Board Member Qualifications
- x. BBBB, Board Member Oath of Office
- xi. BBC, Board Member Resignation
- xii. BBD, Board Member Removal from Office

- xiii. BBE, Vacancies on the Board
- xiv. BBF, Board Member Standards of Conduct
- xv. BBFA, Board Member Ethics and Conflicts of Interest
- xvi. BBFB, Board Member Ethics and Nepotism
- xvii. BBFC, Reporting of Suspected Abuse of a Child
- xviii. BC/BCA, Board Organization/Board Organizational Meeting
- xix. BCB, Board Officers
- xx. BCD, Board-Superintendent Relationship
- xxi. BCF, Advisory Committees to the Board
- xxii. BD/BDA, Board Meetings
- xxiii. BDB, Special and Emergency Board Meetings
- xxiv. BDC, Executive Sessions
- xxv. BDD, Board meeting Procedures
- xxvi. BDDC, Board Meeting Agenda
- xxvii. BDDH, Public Participation in Board Meetings
- xxviii. BDDH, Public Comment at Board Meetings
- xxix. BDDH-AR, Public Participation in Board Meetings
- xxx. BF, Policy Development
- xxxi. BFC, Adoption and Revision of Policies
- xxxii. BFCA, Administrative Regulations
- xxxiii. BFD, Board Policy Implementation
- xxxiv. BFE, Administration in the Absence of Policy
- xxxv. BFF, Suspension of Policies
- xxxvi. BG, Board Staff Communications
- xxxvii. BH/BHA, Orientation of New Board Members
- xxxviii. BHB, Board Member Development
- xxxix. BHD, Board Member Compensation and Expense Reimbursement
  - xl. BHE, Board Member Liability Insurance
  - xli. BI, Board Legislative Program
  - xlii. BJ, Board Membership
  - xliii. BK, Evaluation of Board Operational Procedures
  - xliv. CB, Superintendent
  - xlv. CBA, Qualifications and Duties of the Superintendent
  - xlvi. CBB, Recruitment and Appointment of the Superintendent
  - xlvii. CBC, Superintendent's Contract
  - xlviii. CBG, Evaluation of the Superintendent
  - xlix. CCB, Line and Staff Relations
  - xlx. CCG, Licensed Evaluation - Administrators
  - xxxi. CHCA, Approval of Handbooks and Directives

**10. Board Discussion**

**a. Superintendent Search: No updates at this time. Will be getting together with Vincent in the next week or two. Tentative schedule for the confidentiality training, Jan 12th. Risteen Follett asked if we should invite Vincent to the meeting? Deb Linberg said she would reach out.**

**b. Second Reading of Policies:**

- i. AC, Nondiscrimination**
- ii. AC-AR , Discrimination Complaint Procedure**
- iii. ACB, Every Student Belongs**
- iv. ACB-AR, Bias Incident Complaint Procedure**
- v. BB, Board Legal Status**
- vi. BBA, Board Powers and Duties**
- vii. BBAA, Individual Board Member's Authority and Responsibilities**
- viii. BBB, Board Elections**
- ix. BBBA, Board Member Qualifications**
  - x. BBBB, Board Member Oath of Office**
- xi. BBC, Board Member Resignation**
- xii. BBD, Board Member Removal from Office**
- xiii. BBE, Vacancies on the Board**
- xiv. BBF, Board Member Standards of Conduct**
  - xv. BBFA, Board Member Ethics and Conflicts of Interest**
  - xvi. BBFB, Board Member Ethics and Nepotism**
  - xvii. BBFC, Reporting of Suspected Abuse of a Child**
- xxviii. BC/BCA, Board Organization/Board Organizational Meeting**
- xix. BCB, Board Officers**
- xx. BCD, Board-Superintendent Relationship**
- xxi. BCF, Advisory Committees to the Board**
- xxii. BD/BDA, Board Meetings**
- xxiii. BDB, Special and Emergency Board Meetings**
- xxiv. BDC, Executive Sessions**
- xxv. BDD, Board meeting Procedures**
- xxvi. BDDC, Board Meeting Agenda**
- xxvii. BDDH, Public Participation in Board Meetings**
- xxviii. BDDH, Public Comment at Board Meetings**
- xxix. BDDH-AR, Public Participation in Board Meetings**
- xxx. BF, Policy Development**
  - xxxii. BFCA, Administrative Regulations**
  - xxxiii. BFD, Board Policy Implementation**
  - xxxiv. BFE, Administration in the Absence of Policy**
    - xxxv. BFF, Suspension of Policies**
- xxxvi. BG, Board Staff Communications**
- xxxvii. BH/BHA, Orientation of New Board Members**
- xxxviii. BHB, Board Member Development**
- xxxix. BHD, Board Member Compensation and Expense Reimbursement**
  - xl. BHE, Board Member Liability Insurance**
  - xli. BI, Board Legislative Program**
  - xlii. BJ, Board Membership**
  - xliii. BK, Evaluation of Board Operational Procedures**
- xliv. CB, Superintendent**
  - xlv. CBA, Qualifications and Duties of the Superintendent**
  - xlvi. CBB, Recruitment and Appointment of the Superintendent**

- xlvi. CBC, Superintendent's Contract
- xlviii. CBG, Evaluation of the Superintendent
- xlix. CCB, Line and Staff Relations
- xlx. CCG, Licensed Evaluation - Administrators
- xxxi. CHCA, Approval of Handbooks and Directives

Risteen Follett: are there any policies that anyone would like to discuss: Ryan Van Leuven CDCBI: Sean Gallagher said it's under state law. Risteen Follett Note: include the CDCBI policy in the new superintendent search contract language. Risteen Follett has 5 she would like to look at: ACBD12: Every student belongs, 6th paragraph, OSBA's description of hate symbols, she feels, are too narrow a focus. There doesn't seem to be anything about allowing some symbols to be used while teaching a specific subject. Is there an educational component? Ryan VanLeuven, yes it's in another section or policy. Risteen Follett, do they want to expand? Sean Gallagher made the suggestion that it's just a policy not an AR, so there could be specifications made there. ACRG1: in step 3 there is a grammar error, change to "during a board meeting". BCFD1: pg 2 following section about the education equity committee, adopt or just evaluate? Sean Gallagher recommends that we wait and see how larger districts handle it before we jump in. Deb Lindberg: She thinks we should wait and see. Ryan Van Leuven: Who makes up the committee? Community members, employees, and parents. BDDHG1: Item 3 states person speaking may only comment on agenda items. Risteen Follett feels that the board should limit patrons to just speak their opinions on agenda items. Sean Gallagher said that it was a house bill that was passed so there may be no way around it. Risteen Follett would like to see it held out and get more information on it before first reading. BKD1: adopting this means that the board will have to do a self evaluation. She wanted to make sure that everyone was aware of this and felt it was something they could very much do. Sean Gallagher said it's an existing policy. There was just a legal change.

15. Action Items:

- a. OSBA Elections, November 15 - December 15, 2022, <https://www.surveymonkey.com/r/TBWH8JC>
- b. Certified Extra Duty Contracts and MOU
- c. Student Investment Account (SIA)  
Patron Comments
- d. Approve Policies i. - xli.
- e. HR Reset Salaries Approval
- f. Forestry Students Overnight Stay, Rockaway Beach
- g. Alesa Varsity Basketball Overnight trip to Elgin

Deb Lindberg Motioned to Approve extra Duty Contract and MOU; Seconded, Ryan Vanleuven, All in Favor. This motion, made by Deb Lindberg and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea  
Yea: 5, Nay: 0

Ryan VanLeuven Motioned to Approve the SIA as Presented; Seconded, Deb Lindberg, Risteen Follett would like to see it accompanied with a memo that clarifies the broader pieces of the document. All in Favor. This motion, made by Ryan VanLeuven and seconded by Deb Lindberg, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Policies xli lxi. Risteen Follett motions to remove the exclusions: BDDHG1 and BCFD1 for further clarification in state law. Ryan VanLeuven seconds: wants to know if we're removing it completely or just for clarification. Risteen Follett amended her motion: remove policy BKD1 to review legal compliance, BDDHG1 and BCFD1 remove the optional language and the language of the quality committee. Ryan Van Leuven seconds, All in favor. This motion, made by Risteen Follett and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Risteen Moved item e to the December 8th meeting in order for the Board to take time to fully read and understand the documents. No Seconded but everyone was in Favor. This motion, made by Risteen Follett and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Deb Lindberg Motioned to Approve the overnight stay of the Forestry Students in Rockaway Beach to participate in a forestry competition; Seconded, Ryan VanLeuven All in Favor. This motion, made by Deb Lindberg and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Deb Lindberg motions to allow the Alsea Varsity Basketball teams overnight trip to Elgin, Seconded; Ryan VanLeuven, All in favor. This motion, made by Deb Lindberg and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

**Action Items:**

a. OSBA Elections, November 15 - December 15, 2022, <https://www.surveymonkey.com/r/TBWH8JC>

Risteen Follett: there should have been a document that went with this? Sean Gallagher, yes there should have been instructions.

**\*Get the instructions for the Dec 8th meeting\* Move to Dec 8th**

b. Certified Extra Duty Contracts and MOU: Sean Gallagher: one of the areas that we will be working on the teachers with. We will need to bring some of these to the board directly. Mr. David Fricke will have three. YTP, Credit Recovery, Elem SPED resignation- he took on-the district bought his prep. Ryan VanLeuven: summer programs pay for some

of it? Sean Gallagher: yes some of it does, but the YTP grant will pay for some of it along with the credit recovery. They have a meeting to clarify the total amount. Risteen Follett: are all of these independent to the employee? Are there any others that help in this? Sean Gallagher: There is a YTP assistant that is compensated and employed as YTP already. Deb motions to approve the extra duty contracts, Ryan seconds, all in favor.

c. Student Investment Account (SIA): Sean Gallagher: ODE has been gathering money over the years to create an account around student academic achievement. This is a report for a grant for the last 3 years. RTI/MTSS process, Family Liaison, k-12 Math adoption, College advancement. Barriers, awareness of state standard alignment, training on lesson planning and implementation that align with common core, establishing trust with high risk students. Engagement with students/family: PIO is a big piece of this. What guides your choices: the new project that aligns all aspects of Align for Student Success. This shows that we brought it to the board and there were patron comments available.

Patron Comments: Joni Olsen: looks great, would like to see more information that elaborates on the aspects and clarifies better.

Ryan VanLeuven motions to approve the annual SIA report, Deb Seconds, Risteen would like to see it accompanied with a memo that clarifies the broader pieces of the document. All in favor

d. Approve Policies i. - xli. Risteen Follett motions to remove the exclusions: BDDHG1 and BCFD1 for further clarification in state law. Ryan VanLeuven seconds: wants to know if we're removing it completely or just for clarification. Risteen Follett amended her motion: remove policy BKD1 to review legal compliance, BDDHG1 and BCFD1 remove the optional language and the language of the quality committee. Ryan Van Leuven seconds, All in favor

e. HR Reset Salaries Approval: Comprehensive proposal, keep in mind. Keep a balance of salaries across the board. There were a lot of anomalies and they needed to be revised. Take this as a first reading as it is complex and will take time to read. Included new proposals. Will rescan and repost to Board Books. Looked at size and competitive districts for comparison ranges. Bus Drivers is an area that shouldn't change. 70% reimbursement for the State. Area for review instructional aides moved to a 3 tier system instead of a 2 tier. Secretary difference. Admin changes as well. Goal is to rebalance and have accountability. We have been underpaying our classified staff and have competitive salaries for other areas. Was to have longevity to our employees...signing bonuses for starting and staying. Board will be approving the salary schedule and can't place a name to a position. Deb Lindberg: salary change to the total budget? What's it going to do? Sean Gallagher and Roxie Smallwood will place people on the schedule, but opening up the personnel files is a mess. Will be having meetings with teachers to place them on the correct level. Deb Lindberg: this will help us know what we're saving, that was the whole reason for this process. Sean Gallagher yes there should be cost savings shown. RisteenFollett: she is interested in saving money to keep the doors open. She wants to see general cost savings to see how we're helping the district. LaRea Sullivan: there should be an estimated 15-20% cost savings, but it will be a standard set for everyone to see. Can't say that will be exact without seeing the exact numbers. Linda: Montanez quick synopsis of

what LaRea Sullivan said? Sean Gallagher: Emphasizing that this is a first reading and the estimate is a 15-20% cost savings. Risteen Follett moved action item e to Dec meeting.

**f. Forestry Students Overnight Stay, Rockaway Beach: Sean Gallagher asked Eric Clendenin what his recommendation would be. Eric Clendenin is in full support of them going. It would be an invaluable experience and to set up our program for the future. Sean Gallagher agrees. Deb Lindberg motions to approve the overnight trip for the forestry class, Ryan VanLeuven seconds, all in favor.**

**g. Alesa Varsity Basketball Overnight Trip to Elgin: \*see memo for complete list/description.**

### **Closed Open Session at 2038**

#### 16. Executive Session

To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))

2046 Executive session

For continuation of the 6:00pm session: To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))

Ended at 2120

#### 17. Executive Session

To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))

#### Executive Session at 2120

To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))

Ended Executive at 2153

#### 18. Executive Session opened at 2153

To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))

Ended at 2224

Executive Session at 2153

To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))

Ended at 2224

19. Open Session

Resumed Open Session at 2226

20. Adjourn

Adjourned at 2226

Next Meeting December 8, 2022

21. Key Dates and Calendar Updates

Wednesday, November 9, 9:00pm, Alsea Fall Sports Banquet

Thursday, November 10, 7:00pm, Regular Board Meeting

Friday, November 11, Veterans Day

Tuesday, November 15, 12:00pm – 6:00pm, Blood Drive, GYM

Tuesday, November 15, 6:00pm, Fireside Chat

Thursday, November 17, 12:00pm Board Chair Cafe

Monday 21 -25, All Week Thanksgiving Vacation

14. Discussion

- a. Superintendent Search
- b. First Reading of Policies:

District Budget	DB
Budget Calendar	DBC
Budget Preparation	DBE
Budget Committee	DBEA
Budget Hearing	DBG
Budget Adoption Procedures	DBH
Budget Amendment Procedures	DBI
Budget Transfer Authority	DBK
Budget Transfer Authority	DBK-AR(1)
Budget Transfer Request	DBK-AR(2)
Funding Proposals and Applications	DD
Investment of Funds	DFA
Investment of Funds	DFA-AR
Admission Prices and Receipts	DFE
Admissions to District Events	DFEA
Income from Program – Related Sales and Services	DFG
Authorized Signatures	DGA
Loss Coverage Bonded Employees and Officers	DH
Fiscal Accounting and Reporting	DI
Financial Reports and Statements	DIC
Property Inventories	DID
Audits	DIE
District Purchasing	DJ
Expenditure of District Funds for Meals, Refreshments and Gifts	DJ-AR
Bidding Requirements	DJC
Special Procurements and Exemptions from Competitive Bidding	DJC-AR
Personal Services Contracts	DJCA
Personal Services Contracts	DJCA-AR
Credit Cards	DJFA
Authorization for Payroll Deduction	DJFA-AR
Payroll	DL
Salary Deductions.	DLB
Expense Reimbursements	DLC
Staff Expense Reimbursement	DLC-AR
Disposal of District Property	DN

The following symbols are used on some sample policies:

\* May be subject to collective bargaining.

\*\* As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

[ ] Brackets occur in sample policies to indicate the need for districts to select or tailor information specific to their particular situations.

Safety Program.	EB
Safety Committee ..	EBAC
Safety Committee	EBAC-AR

Integrated Pest Management .	EBB	
First Aid**	EBBA	
First Aid - Infection Control	EBBA-AR	
Infection Control and Bloodborne Pathogens	EBBAA	
Injury/Illness Reports	EBBB	
Emergency Procedures and Disaster Plans	EBC/EBCA	
Emergency Drills and Instruction.	EBCB	
Emergency School Closures**	EBCD	
Vandalism/Malicious Mischief	ECAB	
Unmanned Aircraft System (UAS) a.k.a. Drone.	ECACB	
Authorized Use of District Equipment and Materials	EDC/KGF	
Student Transportation Services.	EEA	
School Bus Scheduling and Routing	EEAB	
School Bus Scheduling and Routing	EEAB-AR	
School Bus Safety Program	EEAC	
Student Conduct on School Buses	EEACC	
Discipline Procedures for District-Approved Student Transportation		E
EACC-AR		
Discipline Procedures for District-Approved Student Transportation		E
EACC-AR		
Use of District Activity Vehicles for Student Transportation Loading and Unloading	EEACD	
Special Use of School Buses	EEACE	
Student Transportation in Private Vehicle	EEAD	
Proof of Vehicle Liability Insurance	EEAE	
Use of Private Vehicles for District Business	EEAE-AR	
Local Wellness Program	EEBB	
Local Wellness	EFA	
Local Wellness Program	EFA	
District Nutrition and Food Services	EFA-AR	
Reimbursable Meals and Milk Programs	EFAA	
Reproduction of All Copyrighted Materials	EFAA-AR	
Guidelines for the Use of Copyrighted Materials	EGAAA	
Cell Phones.	EGAAA-AR	
Cell Phones.	EGACA	
Electronic Data Management	EGACA-AR	
Electronic Data Management	EH	
Records and Data Management	EH-AR	
Records and Data Management	EH-AR	
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[ ] Brackets occur in sample policies to indicate the need for districts to select or tailor information specific to their particular situations.		
Facilities Planning		FB

Capital Construction Program	FC
Capital Improvement - Educational Program	FEA
Selection of Architect	FEB
Energy-Conserving Construction	FECBA
Construction Contracts - Bidding and Awards	FEF/FEFB
Naming New Facilities	FF
Memorials	FFA
Temporary District Facilities	FJ
Facilities Renovation	FK
Retirement of Facilities	FL

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First Reading of Polices:

Alsea School District 7J

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Staff Expense Reimbursement .....	<a href="#">DLC-AR</a>
Disposal of District Property .....	<a href="#">DN</a>

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- [ ] Brackets occur in sample policies to indicate the need for districts to select or tailor information specific to their particular situations.

# Alsea School District 7J

Code: DB  
Adopted: 5/12/15  
Orig. Code: DB

## District Budget

The district budget will serve as the financial plan of operation for the district and will include estimates of expenditures for a given period and purpose, and the proposed means of financing the estimated expenditures. The district may provide that the budget and budget documents be prepared on an annual or biennial basis.

The district budget will be prepared in full-compliance with Local Budget Law, federal and state laws and regulations and locally adopted procedures.

The fiscal year will extend from July 1 to June 30 inclusive.

The superintendent or designee will be designated as budget officer and will prepare the budget document.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

[ORS 328.542 to -328.565](#)

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

# Alsea School District 7J

Code: DBC  
Adopted: 5/12/15  
Orig. Code: DBC

## Budget Calendar

The Board will ~~annually~~ adopt a budget calendar which identifies dates and deadlines required for the legal presentation and adoption of the budget.

The budget ~~superintendent or designee will prepare and recommend a proposed~~ calendar will be prepared on an annual or biennial basis, as appropriate ~~for Board approval~~. The calendar will identify dates and activities to include those needed to comply with state law.

The superintendent will prepare and recommend a proposed calendar for Board approval.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

[ORS 328.542 to -328.565](#)

# Alsea School District 7J

Code: DBE  
Adopted: 5/12/15  
Orig. Code: DBC

## Budget Preparation

The superintendent has the overall responsibility for the budget preparation and will develop such procedures necessary to ensure that the proposed district budget reflects all areas of the district's district operation.

The superintendent will establish budget priorities for the district and will make appropriate recommendations related to those priorities to the Board and the budget committee.

The superintendent will deliver the completed ~~budget message and actual~~ budget document and budget message to the budget committee when they ~~the message and budget have been completed and~~ are ready for presentation.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305](#) to -294.565

[ORS 328.542](#) to -328.565

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.  
OR DEP'T OF REVENUE, LOCAL BUDGETING MANUAL.

# Alsea School District 7J

Code: DBEA  
Adopted: 5/12/15  
Orig. Code: DBEA

## Budget Committee

### Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. Terms of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, each with appointments made so that, as nearly as practicable possible, the terms of one-third of the members end expire each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee.<sup>1</sup> The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

No budget committee member may receive any type of compensation from the district. They may not be an officer, agent or employee of the district.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action item.

### Presiding Officer and Orientation of Budget Committee

1. Organization:– The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information:– Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district a-school budget.

### Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer committee shall announce the time and place for all such meetings, as provided by law. All meetings of the budget committee are open to the public.

### Function of the Budget Committee

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<sup>1</sup> Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

**Final Action**

The budget committee will approve an estimated **district** budget document for submission to the Board.

END OF POLICY

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**Legal Reference(s):**

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

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

[ORS 433.835 - 433.875](#)

# Alsea School District 7J

Code: **DBG**  
Adopted: 5/12/15  
Orig. Code: DBG

## Budget Hearing

After the budget document has been approved by the budget committee, a public hearing will be held regarding the recommended budget document. The date, time and place will be determined by the Board. At the hearing, any person may speak for or against items in the budget document.

END OF POLICY

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### Legal Reference(s):

[ORS 192.610 to -192.695](#)

[ORS 294.305 to -294.565](#)

[ORS 433.835 to -433.875](#)

# Alsea School District 7J

Code: DBH  
Adopted: 5/12/15  
Orig. Code: DBH

## Budget Adoption Procedures

After the public hearing on the budget and any modifications of the budget deemed necessary as a result of that hearing, the Board will approve the ~~proper~~ resolutions to adopt and appropriate the budget. The Board will further determine, make and declare the ad valorem property tax amount or the rate, to be certified to the assessor for the ensuing year or for each of the years of the ensuing budget period, and itemize and categorize the ad valorem property tax amount or rate, as provided in Oregon Revised Statute (ORS) 310.060.

The superintendent will ensure all necessary documentation is submitted to the county assessor's office as required by the Local Budget Law.

END OF POLICY

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### Legal Reference(s):

[ORS Chapter 255](#)  
[ORS 294.305 to -294.565](#)

[ORS 310.060](#)  
[ORS 328.542](#)

[OAR 150-310-0020](#)

# Alsea School District 7J

Code: DBI  
Adopted: 5/12/15  
Orig. Code: DBI

## Budget Amendment Procedures

The budget estimates ~~of any fund~~ and proposed ad valorem property tax amount or rate of any fund as shown in the budget document may be amended by the Board prior to adoption. Such amendment may also be made following adoption if the amendments are adopted prior to the commencement of the budget period ~~fiscal year~~ to which the budget relates.

The amount of estimated expenditures for each fund in an annual budget may, ~~however, shall~~ not be increased by more than \$~~5,000~~10,000 or 10 percent of the estimated expenditures, whichever is greater.

The ~~amount of the total~~ ad valorem property tax amount or rate to be certified may ~~shall~~ not exceed the amount approved by the budget committee, unless the amended budget document is republished and another public hearing is held as required by law.

END OF POLICY

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### Legal Reference(s):

[ORS 294.456](#)

[ORS 294.471](#)

[ORS 294.473](#)

# Alsea School District 7J

Code: DBK  
Adopted: 10/21/15  
Orig. Code: DBK

## Budget Transfer Authority

The adopted district budget is a financial plan which may be subject to change as a result of circumstances or events occurring during the ensuing budget period. ~~fiscal year~~. All appropriation transfers shall be authorized when completed by official resolution of the Board. The authorizing resolution must state: the need for the transfer; its purpose; and the amount of the transfer.

Transfers of general operating contingency appropriations, which in aggregate during a fiscal year or budget period exceed 15 percent of the total appropriations of the fund, may be made only after the adoption of a supplemental budget prepared for that purpose.

The superintendent has the authority to approve transfers between programs (i.e., elementary, middle school, high school) and or object codes (i.e., 100-salaries, 200-benefits, 300-purchasing service, 400-supplies) within the same appropriation.

END OF POLICY

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### Legal Reference(s):

[ORS 294.463](#)

# Alsea School District 7J

Code: **DBK-AR(1)**  
Revised/Reviewed: 10/21/15  
Orig. Code(s): DBK-AR(1)

## Budget Transfer Authority

1. The Budget Transfer Request form will consist of two part sensitized paper. The original will be filed in the business office and the second copy will be forwarded to the originating department after final approval.
2. All Budget Transfer Request forms, when completed and approved by administrators and/or department directors, will be forwarded to the business manager for review. A determination will be made if funds are available for transfer (i.e., outstanding encumbrances or low fund balance).
3. Requests will be forwarded to the superintendent for approval. A resolution will be prepared for Board consideration.
4. The Budget Transfer Request form will accompany the resolution and upon affirmative action by the Board, be signed by the superintendent.
5. The approved request will then be acted upon by the business manager who will make the transfer.

E

T

E

# Alsea School District 7J

Code: **DBK-AR(2)**  
 Adopted: 10/21/15  
 Orig. Code(s): DBK-AR(2)

## Budget Transfer Request

*Note: not needed in the policy manual*

Date \_\_\_\_\_

Fund	Function	Object	Area	Decrease	Increase

**Explanation of Request** (Statement of need and purpose.)

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Requested by \_\_\_\_\_

Approved: \_\_\_\_\_

Administrator and/or Department Director

Reviewed:

\_\_\_\_\_  
 Business Manager

Approval:

\_\_\_\_\_  
 Superintendent/Clerk

**E**

# Alsea School District 7J

Code: DD  
Adopted: 10/21/15  
Orig. Code(s): DD

## Funding Proposals and Applications

The district shall pursue federal, state or private grants or other such funds that will assist the district in meeting adopted Board and district goals.

Proposals for external funds will be submitted to the Board for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board, the superintendent is authorized to use judgment in approving it for submission. The superintendent will review the proposal with the Board at its next regular meeting. The Board reserves the right to reject funds associated with any grant which has been approved.

The Board shall, before an acceptance of such funds, consider the district's obligations, expectations or encumbrances when the grant ceases.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

[ORS 332.075](#)

# Alsea School District 7J

Code: DFA  
Adopted: 10/21/15  
Orig. Code: DFA

## Investment of Funds

The Board may authorize the investment or reinvestment of funds which are not immediately needed for the operation of the district. Such investments will comply with State~~state~~ law and Oregon Administrative Rules.

The superintendent will develop criteria for the appropriate investments of district funds and report of investments will be made~~this~~ to the Board on a regular basis.

END OF POLICY

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### Legal Reference(s):

[ORS 294.033](#)  
[ORS 294.035](#)

[ORS 294.125](#)  
[ORS 294.135](#)

[ORS 294.145](#)  
[ORS 294.155](#)

# Alsea School District 7J

Code: **DFA-AR**  
Revised/Reviewed: 10/21/15  
Orig. Code(s): DFA-AR

## Investment of Funds

These regulations are issued for the guidance of the business management office in the day-to-day operation of the investment program.

These regulations apply to activities of the portfolio manager with regard to investing the financial assets of all excess funds of the district including the General Fund, Special Revenue Funds, Capital Project Funds, Internal Services Funds and any and all Trust and Agency Funds under the control and direction of the district.

The portfolio manager will routinely and actively monitor the contents of the investment portfolio, the available markets and the relative values of competing investments and will adjust the portfolio accordingly. The portfolio manager, acting in accordance with these procedures and exercising due diligence, shall not be held personally responsible for a specific security's credit risk or market price changes, provided that these deviations are reported as soon as practical and that appropriate action is taken to control adverse developments.

All investments will be carried at cost. Gains or losses from investments will be credited or charged to investment income at the time of sale. Premiums or discounts on securities may be amortized over the life of the security.

### Diversification of Maturity

1. The district shall attempt, to the maximum extent possible, to match investment maturity schedules with anticipated cash flow requirements. In no event, unless specifically matched to specific requirements such as bond sinking funds or reserves, will the district invest in securities having a maturity more than 18 months from the date of purchase.
2. Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs.
3. In determining the amount of excess funds available for investment purposes, the portfolio manager will maintain cash flow projections and schedules as well as a historical record of expenditures and receipts. These forecasts and schedules will be reviewed and updated as required to reflect actual conditions as they exist.

### Qualified Institutions for Investment Purchases

1. The district shall evaluate each financial institution (as used herein, the term is meant to include brokers/dealers) from whom it purchases investments as to financial soundness at least once annually. Investigation may include review of the most recent Consolidated Report of Condition ("call" report), rating reports, financial statements as well as analysis of the particular institution's management, profitability, capitalization and asset quality.

2. Any financial institution with whom the district wishes to do business shall provide financial data at the request of the portfolio manager. The information will be reviewed by the portfolio manager who will decide on the soundness of the institution before adding that institution to those that are on the approved qualified institution list for the district. The district reserves the right to be selective and to add or delete institutions from the approved list at will.
3. The portfolio manager will maintain a qualified institution list. A financial institution must be on this approved list prior to transacting any business with the district. A basic requirement for inclusion on the approved listing is a capital adequacy ratio in excess of 120 percent (1.2 to 1). All approved financial institutions must be chartered in Oregon and insured by the **Federal Deposit Insurance Corporation (FDIC)**.
4. Brokers or dealers not affiliated with a bank shall have offices located in Oregon, be classified as reporting dealers affiliated with the New York Federal Reserve Bank as primary dealers, or be required to meet capital adequacy requirements.

### **Diversification of Instrument of Investment**

1. The portfolio manager will diversify the investment portfolio to avoid incurring unreasonable risks inherent in overinvesting in specific instruments, individual institutions or maturities.
2. Time certificates of deposit: In purchasing a time certificate of deposit (TCD), the portfolio manager will not invest an amount which is more than 10 percent of the total deposits of any single institution. As required by Oregon Revised Statutes, the portfolio manager will be responsible to ensure that a Certificate of Participation has been presented by the issuing institution to cover any outstanding TCD above the statutory level of insurance provided by FDIC. The district will always require full collateralization on all TCD investments.
3. Banker's acceptances: All banker's acceptances (BA's) will be purchased from an Oregon chartered financial institution.
4. Repurchase Agreements: All repurchase agreements will be collateralized 110 percent by U.S. Government or Agency obligations. All collateral will be held by third party safekeeping. A signed repurchase agreement will be obtained from the issuing institution.
5. U.S. Treasury Obligations: No limits on purchase.
6. U.S. Government Agency Securities: No limits on purchases other than limit on concentration of 25 percent in any one type issue.
7. Local Government Investment Pool (LGIP): The LGIP limits investment to accounts not to exceed the inflation-adjusted maximum under **Oregon Revised Statute (ORS) 294.810**. Other than this limitation, there is no limit to the amount that can be invested in the pool, although the pool does not collateralize or deliver investment instruments.
8. Diversification Guidelines: Investments will be consistent with statutory requirements under ORS 294.035 and Oregon Short Term Fund rules and recommendations.

# Alsea School District 7J

Code: DFE  
Adopted: 10/21/15  
Orig. Code: DFE

## Admission Prices and Receipts

The superintendent or designee ~~Board~~ will determine ~~admission prices for athletic events based on recommendations of~~ the price of admissions for district-sponsored activities. The superintendent will adhere to ~~and~~ league agreements for athletic events, as applicable.

Admissions receipts from school events will be adequately controlled. The business manager is responsible for the proper collection, supervision, disbursement and/or remittance of these receipts.

Adequate records will be maintained for accounting purposes.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

# Alsea School District 7J

Code: **DFEA**  
Adopted: 10/21/15  
Orig. Code: DFEA

## Admissions to District Events

District residents 65 years of age and older may be given senior citizen guest passes for all school activities, including athletic events.

The athletic director shall provide complimentary booster passes to the following:

1. Volunteers (e.g., doctors, fire department, police department);
2. Unpaid officials who perform frequently at athletic events (e.g., scorekeepers, public address personnel, photographers).

Board members will be assessed the uniform district admission rate. Board members may be reimbursed, when paid admission is required of the general public, for attending district sporting events and other activities as part of their responsibilities of being informed about district operations. District staff will be admitted at no charge in order to promote employee participation in district extracurricular activities. The district will establish accounting procedures, including any possible income tax liability, consistent with this policy.

END OF POLICY

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### Legal Reference(s):

[ORS Chapter 244](#)

[ORS 332.107](#)

# Alsea School District 7J

Code: DFG  
Adopted: 10/21/15  
Orig. Code(s): DFG

## Income from Program – Related Sales and Services

Certain professional -technical activities allow students to charge the public for goods and services. These activities are designed for educational purposes and not to compete with community businesses.

Charges for work performed and goods sold through these activities will be kept current with costs for the service or item.

Money collected will be deposited in the student body fund account within the general fund.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

# Alsea School District 7J

Code: DGA  
Adopted: 10/21/15  
Orig. Code(s): DGA

## Authorized Signatures

The Board will, at its annual organizational meeting following July 1, or at other times deemed necessary by the Board, authorize the district clerk and/or deputy clerk or other individuals designated by the superintendent to sign district checks. The Board may authorize the use of facsimile signatures by those persons authorized to sign district checks.

END OF POLICY

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### Legal Reference(s):

[ORS 294.120](#)

[ORS 328.441](#)

[ORS 328.445](#)

# Alsea School District 7J

Code: DH  
Adopted: 10/21/15  
Orig. Code: DH

## Loss Coverage ~~Bonded Employees and Officers~~

~~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 fidelity bond coverage. The district will pay the cost of such bonds.~~

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

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### Legal Reference(s):

[ORS 328.441](#)

[ORS 332.525](#)

[OAR 581-022-2405](#)

# Alsea School District 7J

Code: DI  
Adopted: 10/21/15  
Orig. Code: DI

## Fiscal Accounting and Reporting

The district's accounting and reporting system will be in accordance with generally accepted accounting principles and will conform with applicable state laws and regulations.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

[OAR 581-023-0035](#)

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

# Alsea School District 7J

Code: **DIC**  
Adopted: 10/21/15  
Orig. Code: DIC

## Financial Reports and Statements

The Board will receive monthly financial reports that include estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the district's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the Board or superintendent.

The Board may receive a preaudit report from the business manager recapping the year-end closure of financial statements prior to the annual audit.

Appropriate staff member(s) will be available at any Board meeting, upon the Board's request, to respond to questions and to present current financial information. The superintendent will notify the Board at any time of substantial deviations in the anticipated revenues and/or expenditures.

~~The Board will receive and ratify monthly financial reports that include estimates of expenditures for the major general fund accounts in comparison to budget appropriations, actual receipts in comparison to budget estimates and the district's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the Board or superintendent.~~

END OF POLICY

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### Legal Reference(s):

[ORS 294.155](#)

[ORS 294.311](#)

[ORS Chapter 297](#)

[ORS 328.465](#)

[ORS 332.105](#)

[OAR 162-010-0000 to -0330](#)

[OAR 162-040-0000 to -0160](#)

[OAR 581-023-0037](#)

OR. DEPT OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

# Alsea School District 7J

Code: **DID**  
Adopted: 10/21/15  
Orig. Code: DID

## Property Inventories

The district will maintain a complete property inventory which lists all school sites, buildings, equipment and supplies with a value greater than \$1,000. This inventory will be updated as necessary. The Board may authorize the employment of an appraisal company to assist with the inventory procedure.

To update these records, the district will keep current records of equipment disposed of and purchased.

END OF POLICY

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### Legal Reference(s):

[ORS 332.155](#)

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

# Alsea School District 7J

Code: DIE  
Adopted: 10/21/15  
Orig. Code: DIE

## Audits

An audit of all district accounts will be made annually by an ~~authorized municipal~~ accountant selected by the Board from the roster of authorized municipal accountants maintained by the ~~in accordance with~~ Oregon Board of Accountancy law. The audit examination will be conducted in accordance with minimum auditing standards established by the Secretary of State.

Every two years the Board will review the contract with the audit firm and, if necessary, solicit request for proposals from authorized municipal accountants.

The cost of the audit will be a charge against district funds.

A copy of the audit report will be presented to the Board. The superintendent will submit a copy of the audit report to the Oregon Department of Education and to the Oregon Secretary of State, Audit Division.

END OF POLICY

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### Legal Reference(s):

[ORS 294.155](#)

[ORS Chapter 297](#)

[ORS 327.137](#)

[ORS 328.465](#)

[OAR 162-010-0020\(11\)](#)

[OAR 581-023-0037](#)

# Alsea School District 7J

Code: DJ  
Adopted: 10/21/15  
Orig. Code: DJ

## District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized and be ~~whenever~~ consistent with educational goals and in the interest of efficiency or economy.

The business manager is appointed by the Board to serve as purchasing agent. ~~They~~ ~~He/She~~ will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget, ~~or~~ by Board action and/or Board policy. In all cases calling for the expenditure of district money, except payroll ~~payrolls~~, a requisition and purchase order system must be used.

No purchase ~~with the exception of a petty cash purchase~~ will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made ~~with an~~ ~~on~~ approved purchase order ~~orders~~.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds not to exceed \$75,000 for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The business manager will review bills due and payable for the purchase of supplies and services to determine if they are within ~~current budget appropriations~~. ~~amounts~~. After ~~appropriate administrative~~ review, the business manager will direct payment of the just claims against the district. The superintendent and business manager are responsible for the accuracy of all bills and vouchers.

No Board member, officer, employee or agent of this district shall use or attempt to use ~~their~~ ~~his/her~~ official position to obtain financial gain or for avoidance of financial detriment for ~~themselves~~ ~~himself/herself~~, a relative or a member of their household, or for any business with which the Board member, ~~or a~~ relative or member of household is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Board member, officer or employee of the district is prohibited.

END OF POLICY

### Legal Reference(s):

[ORS 244.040](#)  
[ORS Chapters 279, 279A, 279B, 279C](#)

[ORS 294.311](#)  
[ORS 328.441 to -328.470](#)

[ORS 332.075](#)



# Alsea School District 7J

Code: **DIC**  
Adopted: 10/21/15  
Orig. Code: DIC

## Financial Reports and Statements

The Board will receive monthly financial reports that include estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the district's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the Board or superintendent.

The Board may receive a preaudit report from the business manager recapping the year-end closure of financial statements prior to the annual audit.

Appropriate staff member(s) will be available at any Board meeting, upon the Board's request, to respond to questions and to present current financial information. The superintendent will notify the Board at any time of substantial deviations in the anticipated revenues and/or expenditures.

~~The Board will receive and ratify monthly financial reports that include estimates of expenditures for the major general fund accounts in comparison to budget appropriations, actual receipts in comparison to budget estimates and the district's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the Board or superintendent.~~

END OF POLICY

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### Legal Reference(s):

[ORS 294.155](#)

[ORS 294.311](#)

[ORS Chapter 297](#)

[ORS 328.465](#)

[ORS 332.105](#)

[OAR 162-010-0000 to -0330](#)

[OAR 162-040-0000 to -0160](#)

[OAR 581-023-0037](#)

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

# Alsea School District 7J

Code: **DID**  
Adopted: 10/21/15  
Orig. Code: DID

## Property Inventories

The district will maintain a complete property inventory which lists all school sites, buildings, equipment and supplies with a value greater than \$1,000. This inventory will be updated as necessary. The Board may authorize the employment of an appraisal company to assist with the inventory procedure.

To update these records, the district will keep current records of equipment disposed of and purchased.

END OF POLICY

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### Legal Reference(s):

[ORS 332.155](#)

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

# Alsea School District 7J

Code: DIE  
Adopted: 10/21/15  
Orig. Code: DIE

## Audits

An audit of all district accounts will be made annually by an ~~authorized municipal~~ accountant selected by the Board from the roster of authorized municipal accountants maintained by the ~~in accordance with~~ Oregon Board of Accountancy ~~law~~. The audit examination will be conducted in accordance with minimum auditing standards established by the Secretary of State.

Every two years the Board will review the contract with the audit firm and, if necessary, solicit request for proposals from authorized municipal accountants.

The cost of the audit will be a charge against district funds.

A copy of the audit report will be presented to the Board. The superintendent will submit a copy of the audit report to the Oregon Department of Education and to the Oregon Secretary of State, Audit Division.

END OF POLICY

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### Legal Reference(s):

[ORS 294.155](#)

[ORS Chapter 297](#)

[ORS 327.137](#)

[ORS 328.465](#)

[OAR 162-010-0020\(11\)](#)

[OAR 581-023-0037](#)

# Alsea School District 7J

Code: DJ  
Adopted: 10/21/15  
Orig. Code: DJ

## District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized and be ~~whenever~~ consistent with educational goals and in the interest of efficiency or economy.

The business manager is appointed by the Board to serve as purchasing agent. ~~They~~ ~~He/She~~ will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget, ~~or~~ by Board action and/or Board policy. In all cases calling for the expenditure of district money, except payroll ~~payrolls~~, a requisition and purchase order system must be used.

No purchase ~~with the exception of a petty cash purchase~~ will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made ~~with an~~ ~~on~~ approved purchase order ~~orders~~.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds not to exceed \$75,000 for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The business manager will review bills due and payable for the purchase of supplies and services to determine if they are within ~~current budget appropriations~~. ~~amounts~~. After ~~appropriate administrative~~ review, the business manager will direct payment of the just claims against the district. The superintendent and business manager are responsible for the accuracy of all bills and vouchers.

No Board member, officer, employee or agent of this district shall use or attempt to use ~~their~~ ~~his/her~~ official position to obtain financial gain or for avoidance of financial detriment for ~~themselves~~ ~~himself/herself~~, a relative or a member of their household, or for any business with which the Board member, ~~or a~~ relative or member of household is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Board member, officer or employee of the district is prohibited.

END OF POLICY

### Legal Reference(s):

[ORS 244.040](#)  
[ORS Chapters 279, 279A, 279B, 279C](#)

[ORS 294.311](#)  
[ORS 328.441 to -328.470](#)

[ORS 332.075](#)



# Alsea School District 7J

Code: DJ-AR  
Revised/Reviewed:

## Expenditure of District Funds for Meals, Refreshments and Gifts

The district recognizes there may be occasions when it is appropriate for Board members, administrators and others to expend district funds in the course of conducting district business to provide meals or refreshments (i.e., bakery goods, snacks, fruit, punch, coffee, tea, soft drinks, etc.). The purchase of gifts may also be approved in certain situations. Such occasions may include, but are not limited to, various district and building level meetings, gatherings to celebrate district successes or recognize individual achievements, contributions or outstanding service to the district and other district and school-sponsored activities. Such expenditures may be made with prior superintendent approval only, subject to the provisions of this administrative regulation.

The use of district funds, as used in this regulation, means the use of money in any of the general accounts of the district. This includes the General Fund, Food Service Fund and others. It also includes money in student body accounts held at each school that are derived from any student activity or from parent organizations. Exceptions are funds collected from staff members or others for the specific purpose of providing gifts or parties. It is also recognized that buildings may have established a “social fund” or “sunshine fund” to which each staff member may voluntarily contribute. Such funds are generally used for birthday recognition, bereavement and illness acknowledgment activities, etc. These funds are also exempt from the following requirements.

### Meals and Refreshments

District funds may be used to pay for individual or group meals only if official district business is being conducted during the time in which the meal is provided and only if the meal provides a particularly practical time or setting for the discussion, consistent with Board policy and the following:

1. Meals may be provided by the district to recognize the contributions of staff, through retirement dinners or other recognition events;
2. Meals may be provided by the district as a part of Board or administrative work sessions, at district or building-level committee meetings or other district-approved activities.

Meals not directly business related may be provided to staff or others at the individual’s expense only.

Board members, principals and other district administrative staff may use district funds to provide refreshments for staff, parents or others at meetings, in-service programs or other similar district or school-sponsored activities, \$250 subject to the following additional requirements:

1. The purchase of alcoholic beverages with district funds is strictly prohibited;
2. The use of district funds for parties is prohibited.

## Gifts

There are numerous occasions that may arise whereby Board members, administrators or other district staff may feel the need to recognize employees (i.e., Administrative Professional's Day, teacher appreciation week, classified employees' week, birthday, etc.). A Board member, administrator or other district employee may provide such recognition at his/her expense only, unless as otherwise permitted below:

1. The district may provide a small token of appreciation for a Board member's or employee's retirement and years of service and other related activities utilizing district funds, as approved in advance. For example, the Board generally proclaims special recognition for classified employees' week and teacher appreciation week;
2. Administrators may use district funds to provide an appropriate token of appreciation on behalf of the Board. The value of this item may not exceed \$50 per person;
3. No other expenditure of district funds for gifts is permitted without prior authorization from the Board or superintendent.

# Alsea School District 7J

Code: DJC  
Adopted:

## Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the district. All public contracts shall be invited in accordance with applicable competitive procurement provisions of the Oregon Revised Statutes and the adopted public contracting rules.

The Board, acting as its own LCRB, adopt the *Oregon Attorney General's Model Public Contract Rules*, Oregon Administrative Rule (OAR) Chapter 137, Divisions 046 through 049 in effect at the time this policy is adopted.

The district shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249 in effect at the time this policy is adopted.

The Board may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065(6)(b), to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. New rules, as necessary, shall be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

The Board, acting as the LCRB, may enact a resolution that authorizes the district to designate a public improvement as a community benefit contract per the requirements included in ORS 279C.300 to 279C.470.

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

END OF POLICY

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### Legal Reference(s):

ORS Chapters [279](#), [279A](#), [279B](#) and [279C](#) and [OAR Chapter 125](#), Divisions 246-249

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

# Alsea School District 7J

Code: DJC-AR  
Revised/Reviewed:

## Special Procurements and Exemptions from Competitive Bidding

### *SPECIAL PROCUREMENTS*

The district shall submit a written request to the Board, acting as the Local Contract Review Board (LCRB), that describes the contracting procedure, the goods and services or class of goods and services that are the subject of the special procurement and circumstances that justify the use of a special procurement under the standards as follows: the special procurement is unlikely to encourage favoritism in the awarding of a public contract or to substantially diminish competition for public contracts and, (A) is reasonably expected to result in substantial cost savings to the district or to the public, or (B) otherwise substantially promote the public interest in a matter that could not practicably be realized by complying with requirements that are applicable under ORS 279B.055, 279B.060, 279B.065, 279B.070 or under any related rules. Public notice of the approval of a special procurement must be given in the same manner as provided in ORS 279B.055(4). If the district intends to award a contract through special procurements that calls for competition among prospective contractors, the district shall award the contract to the contractor it determines to be most advantageous to the district. When the LCRB approves a class special procurement the district may award contracts to acquire goods and services within the class of goods and services in accordance with the terms of the approval without making a subsequent request for a special procurement.

1. Brand Names or Products, “Or Equal,” Single Seller and Sole Source
  - a. The district may purchase brand names or products from a single seller or sole source without competitive bidding subject to the limitations of this rule.
  - b. Solicitation specifications for public contracts of the district shall not expressly or implicitly require any product of any particular manufacturer or seller except as expressly authorized in subsections c. and d. of this rule.
  - c. The district may specify a particular brand name or equal specification when the use of a brand name or equal specification is advantageous to the district, because the brand name describes the standard of quality, performance, functionality and other characteristics of the product needed by the district.
    - (1) The district is entitled to determine what constitutes a product that is equal or superior to the product specified, and any such determination is final;
    - (2) The district is not prohibited from specifying one or more comparable products as examples of the quality, performance, functionality or other characteristics of the product needed by the district;
    - (3) A brand name specification may be prepared and used only if the district determines for a solicitation or class of solicitations that only the identified brand name specification will meet the needs of the district based on one or more of the following written determinations:

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- (a) The use of a brand name specification is unlikely to encourage favoritism in the awarding of public contracts or substantially diminish competition for public contracts; or
    - (b) Specification of the brand name, mark or product would result in cost savings to the district; or
    - (c) There is only one manufacturer or seller of the product of the quality, performance or functionality required; or
    - (d) The efficient utilization of existing goods requires the acquisition of compatible goods and services.
  - d. The district may award a contract for goods or services without competition when the LCRB determines in writing that the goods or services, or the class of goods or services, are available from only one source. The determination of the source must be based upon written findings that shall include:
    - (1) A brief description of the contract or contracts to be covered, including contemplated future purchases;
    - (2) Description of the product or service to be purchased; and
    - (3) The reasons the district is seeking this procurement method, which shall include any of the following:
      - (a) That the efficient utilization of existing goods requires the acquisition of compatible goods or services; or
      - (b) That the goods or services required for the exchange of software or data with other public or private agencies are available from only one source; or
      - (c) That the goods or services are for use in a pilot or an experimental project; or
      - (d) To the extent reasonably practical, the contracting agency shall negotiate with the sole source to obtain contract terms advantageous to the contracting agency.
  - e. The district may specify a product or service available from only one manufacturer but available through multiple sellers after complying with subsection c. above documenting the procurement file with the following information:
    - (1) If the total purchase is over \$10,000 but does not exceed \$150,000, and a comparable product or service is not available under an existing Mandatory Use Contract, the district must obtain informal competitive quotes, bids or proposals and document this process in the procurement file;
    - (2) If the purchase does not exceed \$150,000, and the supplies or services are not available under an existing price agreement for information technology with competing products or Mandatory Use Contract, the district must first request and obtain prior written authorization from the LCRB to proceed with the acquisition.
  - f. If the district intends to make several purchases of brand name-specific supplies and services from a particular manufacturer or seller for a period not to exceed five years, the district must so state this in the procurement file and in the solicitation document, if any, or a public notice of a solicitation. If the total purchase amount is estimated to exceed \$150,000, this shall be stated in the advertisement for bids or proposals.

## Findings of Fact/Conclusion of Compliance with Law (OAR 125-247-0275)

The district shall submit a written request to the local contract review board that describes the contracting procedure, goods and services subject of the special procurement and the circumstances that justify the use of the special procurement.

- a. It is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts and is reasonably expected to result in substantial cost savings to the district which could not be realized under ORS 279B.055, 279B.060, 279B.065 or 279B.070 as required by ORS 279B.085(4).
- b. Public notice of the approval must be given in the same manner as provided in ORS 279B.055(4).
- c. This rule requires the districts to make a good faith effort to determine that no other sources are available for the specified products.
- d. The district maintains open lists from which vendors are contacted for quotations and utilizes electronic means of determining new vendors on an ongoing basis.
- e. The awarding of a contract as described in this special procurement should result in substantial cost savings by virtue of the ability to reduce solicitation costs when it is known that comparable products are not available, or when specifying another product solely to meet a competition requirement might lead to lower initial cost but longer lifetime cost.
- f. When the local review board approves a class special procurement the district may award contracts to acquire goods and services within the class of goods and services in accordance with the terms of the approval without making a subsequent request for procurement.

### 2. Advertising Contracts, Purchase of

- a. The district may purchase advertising in any media, regardless of a dollar amount, without competitive bidding.
- b. The Board acting as the LCRB of the district must use competitive methods whenever possible to achieve best value and must document in the procurement file the reasons why a competitive process was deemed impractical and the resulting contract must be in writing.
- c. If the anticipated purchase exceeds \$10,000 and a competitive method is used, the district must post notice on the OregonBuys.gov.

### Findings of Fact

The district traditionally purchases advertising in newspapers. The following findings relate primarily to newspapers and written publications; however, the district may also purchase advertising for student activities or educational programs in other media, such as radio or television, where these findings apply:

- a. By their nature, media sources are generally unique. Advertisements are placed in a particular source because of the specific audience that source serves;
- b. Competition to furnish advertising space in daily newspapers of general, trade or business circulation in the vicinity of the district is limited;
- c. Cost savings are difficult to quantify where the sources are unique and not interchangeable;
- d. Advertisements may be placed to satisfy legal notice or Board policy requirements;
- e. Other published advertisements or notices, such as routine public notices, personnel recruitment information, etc., are placed in one or more of the publications of general circulation in the local area and other publications, as appropriate;

- f. The communities served by the district rely upon its use of the local daily newspaper as a central source of news and information regarding district activities;
- g. It is unknown whether contracts for advertisements placed with radio, television or other broadcast media are going to result in cost savings if not placed for competitive bid or request for proposal (RFP). If possible savings could be obtained through competitive means, the district would attempt to obtain competitive quotes or bids, as appropriate.

### **Conclusion of Compliance with Law**

Due to limited competition and unique nature of sources, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district can achieve volume savings through contracts for advertising with a particular media source, or otherwise substantially promote the public interest.

### 3. Advertising Contracts, Sale of

The district may sell advertising for district publications and activities, regardless of a dollar amount, without competitive bidding, including school newspapers, yearbooks, athletic programs, drama or music programs and the like.

### **Findings of Fact**

Sales of advertising for student activities are generally other fund revenues, where student groups solicit advertisements from local businesses to help with the cost of the activity itself. A common example is the sale of advertising in school newspapers and yearbooks. The circulation of the newspaper and yearbook is limited to the students, teachers, parents and interested members of the community associated with the activities of that particular school. Due to the limited circulation and audience, the businesses that participate by purchasing advertising do so partly in the spirit of good will. Any business is welcome to place an advertisement in the school newspaper or yearbook; all it needs to do is to contact any district school department which publishes one. The district itself would not achieve any increased revenue to the General Fund by seeking competitive bids or proposals for such advertising. This holds true for other student activities, such as athletics, drama or music events and the like.

### **Conclusion of Compliance with Law**

These findings indicate that it is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Any business or individual who wishes to advertise in this manner may do so by simply contacting the student group responsible for the activity.

The sale of advertising for student activities such as school newspapers, yearbooks, athletic, drama or music programs would not benefit from competitive procurement. Such a requirement would place an unnecessary burden on the student group's activity and there is no financial advantage to the district in doing so. Consequently, the cost savings test is not an issue.

#### 4. Equipment Repair and Overhaul

- P** a. The district may enter into a public contract for equipment repair or overhaul without competitive bidding, subject to the following conditions:
- (1) Service or parts required are unknown and the cost cannot be determined without extensive preliminary dismantling or testing; or
  - (2) Service or parts required are for sophisticated equipment for which specially trained personnel are required and such personnel are available from only one source; and
  - (3) The purchase is made within the limits and pursuant to the methods in subsection b. of this rule.
- b. The following limitations apply to this rule:
- (1) If the contract is less than or equal to \$150,000, the school or department shall submit in writing to the superintendent or designee the reasons why competitive bids or quotes are deemed to be impractical. The superintendent or designee will accordingly document in its procurement file and may enter directly into the contract;
  - (2) If the school or department official thinks the contract may exceed \$150,000, he/she shall submit in writing to the superintendent or designee the reasons why competitive bidding is deemed to be impractical and a description of the cost savings to be obtained by a special procurement. The superintendent or designee may prepare a specific request for the anticipated contract to be obtained through special procurement procedures to submit to the LCRB for approval.

#### **Findings of Fact**

- a. The need for equipment repair or overhaul cannot be anticipated by district staff. If a piece of equipment is broken or not working properly, the district incurs cost of downtime, possible replacement equipment rental fees, staff time and other inconveniences or liabilities to its programs.
- b. Generally, there are a limited number of vendors who are able to perform repair or overhaul on a particular piece of equipment because of its make or manufacture. Sophisticated equipment may require specially trained personnel available from only one source. Often, a piece of equipment will have a partial warranty in place which will guarantee some savings to the district in the parts and/or labor needed to do the repair or overhaul. This warranty savings may only be achieved if the original manufacturer or provider of the equipment performs the necessary repair or overhaul.
- c. The dollar limits on the use of this special procurement procedure ensure that when the cost of the equipment repair or overhaul is expected to exceed \$150,000, the district will either seek formal competitive bids or, if that is not practical or cost effective, obtain a specific special procurement procedure from the LCRB to proceed with the purchase of the needed repair or overhaul.

#### **Conclusion of Compliance with Law**

It is unlikely that this special procurement procedure will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts because the dollar limits incorporated into this special procurement when the anticipated costs exceed \$150,000, insure the district will seek formal competitive bids and proposals. If the formal process is not practical, the

district will obtain a specific exemption from the LCRB to proceed with the purchase of the needed repair or overhaul.

The awarding of public contracts under this special procurement will result in a cost savings to the district, as required by ORS 279B.085, because the district incurs direct and indirect costs from the moment equipment breaks down or becomes unusable. This special procurement only applies to equipment already owned by the district and does not provide for the purchase of new equipment. The district must be able to purchase necessary services and parts as quickly as possible in order to minimize equipment downtime and potential costs during that downtime.

## 5. Copyrighted Materials

The district may, without competitive bidding and regardless of a dollar amount, purchase copyrighted materials where there is only one known supplier available for such goods. Examples of copyrighted materials covered by this special procurement procedure may include, but are not necessarily limited to, newly adopted textbooks/instructional materials, workbooks, curriculum kits, reference materials, audio and visual media and non-mass-marketed software from a particular publisher or their designated distributor.

### **Findings of Fact**

- a. By their nature, copyrighted materials are protected for the use of a single owner. Copyrighted materials may not be duplicated by others without the copyright owner's permission or license. Copyrights are established and regulated under federal law.
- b. Often, copyrighted materials are produced by only one supplier who may be the owner of the copyright or his/her licensee. Textbooks/Instructional materials are examples of copyrighted materials that the district purchases through a sole source. Textbooks/Instructional materials are adopted through a statewide process under the authority of the Oregon Department of Education. A textbook/instructional material adoption defines the various materials which the district will purchase for use in its educational programs.

The district purchases its textbooks/instructional materials through the Northwest Textbook Depository. This practice enables the regional textbook depository to purchase and warehouse textbooks/instructional materials in conformance with adoptions made in the states of their region. The result is that savings are achieved through the depository's combined purchases on behalf of member districts. Freight costs for individual districts are reduced by the bulk purchases of the depository and the depository takes on the cost of stocking and warehousing enough to meet each member district's needs.

The system of textbook/instructional materials distribution enables the district to participate in the largest possible bulk purchasing activity of adopted textbooks/instructional materials in the region. This ensures a cost savings to the district. A savings that would be jeopardized if the district was to act as an individual purchaser.

### **Conclusion of Compliance with Law**

This special procurement will not encourage favoritism or substantially diminish competition in the awarding of public contracts. The production and distribution of copyrighted materials is controlled by the owner of the copyright and may only be permitted through a sole source. The district has no control over this.

The awarding of contracts pursuant to this special procurement will result in a cost savings to the district when it needs to purchase copyrighted materials and there is only one known supplier for such goods, or otherwise substantially promote the public interest.

6. Product Prequalification

- a. When specific design or performance specifications must be met or such specifications are impractical to create or reproduce for a type of product to be purchased, the district may specify a list of approved or qualified products by reference to the prequalified product(s) of particular manufacturers or vendors in accordance with the following product prequalification procedure:
  - (1) The district will make reasonable efforts to notify all known manufacturers and vendors of competing products of the district's intent to compile a list of prequalified products. The notice will explain the opportunity manufacturers and vendors of competing products will have to apply to have their product(s) included on the district's list of prequalified products. At its discretion, the district may provide notice by advertisement in a trade paper of general statewide circulation or other appropriate trade publication; or instead of advertising, the district may provide written notice to those manufacturers and vendors appearing on the appropriate list maintained by the district; and
  - (2) The district will accept manufacturer and vendor applications to include products in the district's list of prequalified products up to 15 calendar days prior to the initial advertisement for bids or proposals for the type of product to be purchased, unless otherwise specified in the advertisement or in the district's written notice.
- b. If the district denies an application for including a product on a list of prequalified products, the district shall promptly provide the applicant with a written notice of the denial and include the reason for denial. The applicant may submit a written appeal within seven calendar days to the district business manager to request review and reconsideration of the denial.

**Findings of Fact**

- a. There are occasions when the district needs to establish a list of prequalified products before it invites bids or proposals to furnish the products. The district may have a specific performance or design need, but it is impractical for the district to create a specification for the type of products to be purchased. An example is audiovisual equipment. There is a tremendous variety of audiovisual products offered in the market. The equipment technology is complex and constantly changing. It would be very burdensome and time consuming for the district to generate nonbrand name, generic performance specifications for such equipment every time it wants to make a purchase.

Also, competition would be poorly served because bidders and proposers would not know in advance whether their offered product would meet the general specification substantially enough to be considered a responsive offer. The decision to make an award would be slow, because each product offered would have to be analyzed against the district's specification. Slowdown in the award process affects both bidders, who are asked to hold their bids open until award is made, and district programs, because staff are not able to order the equipment they need until the contract is awarded.

- P** In this case, it might be more cost effective and efficient for the district to prequalify products and establish a list of approved products before invitations to bid are sent out. The prequalification process can be done some time before the need for a new contract. Once the prequalified product list is established, the bidding and contract award process can go quickly and smoothly.
- b. A second occasion when prequalification of products will be useful is when the specific design or performance specifications for a product are so exacting that the district must have time to carefully consider what is offered in the market that may or may not meet the specifications and, if necessary, reconsider its options before issuing an invitation to bid.
  - c. This rule sets out a process of prequalification which requires the use of advertisement or other appropriate means to notify vendors of competing products of their opportunity to submit items for prequalification. The district maintains vendor mailing lists which are open to all interested vendors. The district uses these lists routinely to notify vendors of its intentions to prequalify products or to invite bids on products.
  - d. This includes a 15-day time limit between the closure of a prequalification list and a related invitation to bid. This time factor ensures that vendors have a reasonable time to apply to include their products on a prequalified product list.
  - e. Subsection b., of this rule provides vendors with an appeal process to follow if their application for prequalification is denied.

### **Conclusion of Compliance with Law**

Where prequalification of products is appropriate, it is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or diminish competition for such contracts. There are several safeguards in the rule to prevent this, including notice, advertising, time and appeal process requirements to ensure that vendors are given a fair and open opportunity to participate in the prequalification process.

The prequalification of products process is a time-consuming effort for the district. It is not a shortcut procurement method. The district would use this method only after balancing cost-saving considerations, such as the ability of the district to create or generate nonbrand name generic specifications for types of products or the need for lengthy product evaluation prior to a contract award. If the prequalification method is chosen, it will result in a cost savings to the district because the normal method of product selection is too cumbersome and costly to pursue, or otherwise substantially promote the public interest.

- 7. Requirements Contracts (Blanket Purchase Orders, Price Agreements)<sup>1</sup>
  - a. The business manager, on behalf of the district, may establish requirements contracts for the purposes of minimizing paperwork, achieving continuity of product, securing a source of

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<sup>1</sup> OregonBuys.gov allows authorized members to utilize the state's price agreement/contracts to purchase goods and services. Authorized OregonBuys members can legally attach to a state price agreement and forego the competitive bid process. Access to hundreds of competitive price contracts for a wide variety of goods and services: vehicles, computers, furniture, copiers, fax machines, travel, pharmaceuticals, office products, etc., is available. Counties, cities, schools, municipalities or their public corporate entities having local governing authority, a United States governmental agency or American Indian tribe or agency are eligible to participate.

- supply, reducing inventory, combining district requirements for volume discounts, standardization among school and departments and reducing lead time for ordering.
- b. The district may enter into a requirements contract (also known as a blanket purchase order or price agreement) whereby it is agreed to purchase goods or services for an anticipated need at a predetermined price or price discount from a price list, provided the contract is led by a competitive procurement process pursuant to the requirements of the public contracting code and these rules.
- c. Once a requirements contract is established, schools and departments may purchase the goods and services from the awarded contractor without first undertaking additional competitive solicitation.
- d. School and departments shall use requirements contracts established by the district, unless otherwise specified in the contract, allowed by law or these rules or specifically authorized by the superintendent or designee.
- e. Under the authority of ORS 279A.025 and 279B.085, the district may use the requirements contracts entered into by another Oregon public agency when:
- (1) The original contract met the requirements of public contracting code; and
  - (2) The original contract allows other public agency usage of the contract; and
  - (3) The original public contracting agency concurs and this is documented by a written interagency agreement between the district and the agency.
- f. The term of any district requirements contract, including renewals, shall not exceed five years unless otherwise permitted under the public contracting code.

### **Findings of Fact**

- a. This rule permits the district to enter into a requirements contract, in which the vendor agrees to provide specified goods and services over the term of the contract at the bid price or discount rate. A requirements contract is useful when the purchase of the goods or services are routine and repetitive. For example, school, office, custodial and facilities maintenance supplies are customarily purchased through requirements contracts.
- b. Requirements contracts are a common method of minimizing paperwork, achieving continuity of product, securing a source of supply, reducing inventory, obtaining volume discounts, standardizing usage among schools and departments and reducing lead time for ordering.
- c. The district establishes a requirements contract as a result of open competitive bidding or RFP processes, unless otherwise permitted under the public contracting code.
- d. The district limits the term of a requirements contract, including all renewal options, to a maximum of five years before competitive rebidding must be done, unless otherwise permitted under the public contracting code.
- e. The district may use the requirements contracts established by other public agencies, subject to certain conditions of state law, Board policy and administrative regulation.

### **Conclusion of Compliance with Law**

It is unlikely that this special procurement will result in favoritism in the awarding of public contracts or diminish competition for such contracts. The district will only enter into requirements contracts which result from open competitive bidding processes. This condition applies also to the use of requirements contracts established by other public contracting agencies.

The awarding of district requirements contracts will result in a cost savings to the district, or otherwise substantially promote the public interest. It would be costly and inefficient to make routine, repetitive purchases of goods and services through individual transactions. Also, the guaranteed volume of a requirements contract allows the district to get better prices from bidders.

8. Used Personal Property or Equipment, Purchase<sup>2</sup>

- a. Subject to the provisions of this rule, the district may purchase used property or equipment without obtaining competitive bids or quotes, if the district has determined that the purchase will result in cost savings to the district and will not diminish competition or encourage favoritism. “Used personal property or equipment” is property or equipment which has been placed in its intended use by a previous owner or user for a period of time recognized in the relevant trade or industry as qualifying the personal property or equipment as “used” at the time of district purchase. Used personal property or equipment generally does not include property or equipment if the district was the previous user, whether under a lease, as part of a demonstration, trial or pilot project or similar arrangement.
- b. For purchases of used personal property or equipment costing less than or equal to \$150,000, the district shall, where feasible, obtain three competitive quotes unless the district has determined and documented that a purchase without obtaining competitive quotes will result in cost savings to the district and will not diminish competition or encourage favoritism.
- c. For purchases of used personal property or equipment totaling \$150,000 or more, the district shall attempt to obtain three competitive quotes. The district will keep a written record of the source and amount of quotes received. If three quotes are not available, a written record must be made of the attempt to obtain quotes.

**Findings of Fact**

- a. The district is responsible to manage expenditures in the best interests of the public. Cost savings can be achieved through the procurement of used property and equipment. The district purchases used property and equipment when it meets the district’s needs and is cost effective. Considerations include type, quality, quantity and estimated useful life of the used item.
- b. Used equipment and property becomes available sporadically and without notice. Used equipment and property is generally sold on a first-come, first-served basis. When used property or equipment does become available, the district must be able to respond immediately in order to obtain the property or equipment.
- c. Some types of property or equipment may not be readily available in the new goods market. The district may have to look for used items to fill the need.
- d. Competition to provide used property and equipment may be very limited and inconsistent, depending on the type of product.
- e. The district maintains vendor lists which include information on whether a vendor provides used property or equipment. These lists are open to all vendors.

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<sup>2</sup> When contracting with another governmental entity, a district has a statutory exception under ORS 279A.025. The district may purchase state/federal surplus property through the Department of Administrative Services, State Services Division for Surplus Property. For more information on this program, contact DAS at 503-378-4714.

## Conclusion of Compliance with Law

P It is unlikely that this special procurement will encourage favoritism in the award of public contracts or substantially diminish competition for such contracts. The purchase of used property or equipment depends on an inconsistent, sporadic market. When a used item is available, there is often little competition available. Sources for used items of the type, quality and quantity required by the district are inconsistent. This rule requires the district to attempt to obtain and document quotes as appropriate to the dollar amount of the purchase. If the anticipated purchase is over \$150,000, the district will advertise its need.

R The use of this special procurement will result in a cost savings to the district, or otherwise substantially promote the public interest. The cost of used equipment or property is generally substantially less than that of new. Savings of 20 percent to 50 percent are not uncommon. Used equipment can provide good value to the district and help ensure the continuation of district services and programs.

### 9. Information Technology Contracts

The district may enter into a contract to acquire information technology hardware and software without competitive bidding subject to the following conditions:

- a. If the contract amount does not exceed \$150,000, the district shall attempt to obtain three competitive quotes pursuant to the rules governing Intermediate Procurements. The district shall keep a written record of the sources of the quotes or proposals received. If three quotes or proposals are not reasonably available, fewer will suffice, but the district shall make a written record of the effort made to obtain the quotes or proposals.
- b. If the contract amount exceeds \$150,000, the district shall determine and use the best procurement method, pursuant to the public contracting code and these rules, and shall solicit written proposals in accordance with the requirements of the *Attorney General's Model Public Contract Rules*. The district shall document the evaluation and award process, which will be part of the public record justifying the award;
- c. If the amount of the contract is estimated to exceed \$150,000, the district shall provide proposers an opportunity to review the evaluation of their proposals before final selection is made.

### Findings of Fact

- a. Rapid changes in technology make it necessary for the district to be able to purchase needed computer equipment quickly.
- b. Pricing for high-technology equipment also changes rapidly. It is frequently possible to take advantage of frequent price changes in the marketplace in the purchase of computer equipment.
- c. There is generally sufficient competition among vendors of information technology hardware and software for district business.
- d. The district will follow rules governing special procurements and obtain at least three informally solicited quotes for purchases less than or equal to \$150,000.
- e. If the district requires a brand name or sole source product, the district will follow its rule governing Brand Names or Products, "Or Equal," Single Seller and Sole Source, Section 1. under Special Procurements, to procure it.

## Conclusion of Compliance with Law

It is unlikely that this special procurement will encourage favoritism in the award of district contracts or substantially diminish competition for district contracts. The purchase of information technology hardware and software will be made in accordance with other competitive bidding rules contained in this administrative regulation. If the anticipated purchase is over \$150,000, the district will advertise its need.

The use of this special procurement will result in a cost savings to the district, or otherwise substantially promote the public interest. Competition will be encouraged at all dollar levels of purchase of information technology hardware and software. This rule gives the district some flexibility in selecting the method of competitive procurement but requires adherence to the rule on brand name or sole source acquisitions if those situations occur.

### 10. Telecommunications Systems - Hardware and Software Contracts

- a. The district may enter into a contract to acquire telecommunications system hardware and software, without competitive bidding, subject to the following conditions:
  - (1) If the contract amount does not exceed \$150,000, the district shall attempt to obtain three competitive quotes pursuant to the rules governing Intermediate Procurements. The district shall keep a written record of the sources of the quotes or proposals received. If three quotes or proposals are not reasonably available, fewer will suffice, but the district shall make a written record of the effort made to obtain the quotes or proposals.
  - (2) If the contract amount exceeds \$150,000, the district shall determine and use the best procurement method, pursuant to the public contracting code and these rules and shall solicit written proposals in accordance with the requirements of Chapter 137, Divisions 047 and 049 of the *Attorney General's Model Public Contract Rules*. The district shall document the evaluation and award process, which will be part of the public record justifying the award.
- b. The telecommunications solicitation authorized in subsection 10.a.(1) of these rules shall:
  - (1) State the contractual requirements in the solicitation document;
  - (2) State the evaluation criteria to be applied in awarding the contract and the role of any evaluation committee. Criteria that would be used to identify the proposal that best meets the district's needs may include, but are not limited to, cost, quality, service and support, compatibility, product or system reliability, vendor viability and financial stability, operating efficiency and expansion potential;
  - (3) State the provisions made for bidders or proposers to comment on any specifications which they feel limit competition.

### Findings of Fact

- a. Rapid changes in technology make it necessary for the district to be able to purchase needed telecommunications hardware and software quickly.
- b. Since deregulation, there is generally adequate competition among vendors of telecommunication hardware and software to allow the district to make competitive purchases.
- c. Pricing for telecommunications hardware and software also changes frequently. It is important for the district to take advantage of price competition in the marketplace.

- d. The district will follow procedures governing special procurements and document reasonable efforts to obtain at least three informally solicited quotes for purchases over \$10,000 but less than or equal to \$150,000.
- e. If a purchase of telecommunications hardware or software is expected to cost more than \$150,000, the district will use a formal competitive bidding or proposal process in accordance with these rules and the *Attorney General's Model Public Contract Rules*.
- f. There are also times when the district needs to purchase specific items that are compatible with current equipment. On these occasions, the district will follow its rule governing Brand Names or Products, "Or Equal," Single Seller and Sole Source, Section 1. under Special Procurements, to make the purchase.

### **Conclusion of Compliance with Law**

It is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. The purchase of telecommunications hardware and software will be made in accordance with other competitive bidding rules herein. If the anticipated purchase is over \$150,000, the district will advertise its need.

The use of this special procurement will result in a cost savings to the district, or otherwise substantially promote the public interest. Competition will be encouraged at all dollar levels of purchase of telecommunications hardware and software. This rule gives the district some flexibility in selecting the method of competitive procurement but requires adherence to the rule on brand name or sole source acquisitions if those situations occur.

### 11. Telecommunications Services

- a. The district shall secure the most competitive, cost-effective telecommunications services of the quality needed to meet all service performance requirements while minimizing administrative and service delivery costs. The district will use routine purchasing procedures whenever possible, but if necessary, the district can consider alternative procurement methods in accordance with this rule.

The district will generally follow the normal competitive procurement processes in obtaining telecommunications services. This process will only be used if necessary where there is a lack of sufficient competition to furnish needed services.

- b. In determining the appropriate procurement method for telecommunications services, the district shall comply with the requirements of ORS 291.038 and determine whether competition exists. In determining whether competition exists, the district may consider the following factors:
- (1) The extent to which alternative providers exist in the relevant geographic and service market; the greater area of Benton County;
  - (2) The extent to which alternative services offered are comparable or substitutable in technology, service provided and performance. For example, if the district requires digital services, analog services are not comparable or substitutable. If the district requires fiber optic technology, then copper, microwave or satellite transmission technology may not be comparable or substitutable;
  - (3) The extent to which alternative providers can respond to the district's interest in consistency and continuity of services throughout its service area, volume discounts, equitable service for all users, centralized management and limiting district liability. For

P example, to be considered as the district's long-distance service provider, any long-distance service vendor must be able to meet, support and interface with the district's centralized automated billing requirements. The district must document for the record, its findings on these factors or any other factors used in determining whether competition exists. In developing its findings, the district may solicit the information either through informal telephone or written contacts or through a formal solicitation such as a RFP.

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- c. If the district determines that competition does not exist in the area for the relevant service, the district may proceed to secure the service on a sole source basis, as described in the district's rule governing Brand Names or Products, "Or Equal," Single Seller and Sole Source, Section 1. under Special Procurements.

### Findings of Fact

- O
- a. Since deregulation, there is generally adequate competition among vendors of telecommunication services to allow the district to make competitive procurements.
  - b. Since there is competition, price competition exists in the marketplace. It is important for the district to take advantage of existing competition.
  - c. The district will follow its rules governing special procurements and document reasonable efforts to obtain at least three informally solicited quotes for purchases less than or equal to \$150,000. The district shall keep a written record of the sources of the quotes or proposals received. If three quotes or proposals are not reasonably available, fewer will suffice, but the district shall make a written record of the effort made to obtain the quotes or proposals.
  - d. If a purchase of service is expected to cost more than \$150,000, the district will use a formal competitive bidding or proposal process in accordance with these rules and the *Attorney General's Model Public Contract Rules*.
  - e. There may be occasions where there is limited competition that can furnish telecommunications services of the quality and extent required by district operations. In such instances, the district will follow this rule and also its rule governing Brand Names or Products, "Or Equal," Single Seller and Sole Source, Section 1. under Special Procurements, to procure needed services from the sole source.

### Conclusion of Compliance with Law

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It is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Routinely, the purchase of telecommunications services will be made in accordance with other competitive bidding rules contained in this administrative regulation. If the anticipated purchase is over \$150,000, the district will advertise its need, issue a written solicitation document and invite written bids or proposals to be furnished in response.

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There may be circumstances, however, where sufficient competition does not exist in the relevant geographic and service market area. In such cases, the district will follow this rule in determining whether sufficient competition exists to make a competitive procurement.

The use of this special procurement will result in a cost savings to the district, or otherwise substantially promote the public interest. Competition will be encouraged at all dollar levels of purchase of telecommunications hardware and software. This rule gives the district some flexibility in selecting the method of competitive procurement but requires adherence to the rule on brand name

or sole source acquisitions if those situations occur. The rule also states the steps to be taken to document situations where sufficient competition may not exist and a sole source purchase needs to be made.

12. Hazardous Material Removal; Oil Cleanup

- a. The district may enter into public contracts without competitive bidding, regardless of a dollar amount, when ordered to clean up oil or hazardous waste pursuant to the authority granted to the Oregon Department of Environmental Quality (DEQ) under ORS Chapter 466, especially ORS 466.605 through 466.680. In exercising its authority under this exemption, the district shall:
  - (1) To the extent reasonable under the circumstances, encourage competition by attempting to make informal solicitations or to obtain informal quotes from potential suppliers of goods and services;
  - (2) Make written findings describing the circumstances that require the cleanup or maintain a copy of the DEQ order for the cleanup;
  - (3) Record the measures taken under A.1. of this rule to encourage competition, the amount of the quotes or proposals obtained, if any, and the reason for selecting the contractor to whom award is made.
- b. The district shall not contract pursuant to this special procurement in the absence of an order from the DEQ to clean up a site which includes a time limit that would not allow the district to hire a contractor under normal competitive bidding procedures. Goods and services to perform other hazardous material removal or cleanup will be purchased in accordance with normal competitive bidding procedures as described in Board policy with this administrative regulation.

**Findings of Fact**

- a. When the DEQ orders a public agency to remove or clean up hazardous material or oil, the public agency must respond within a very short time, which is stated in the DEQ order. This time period does not generally allow the agency to take the time necessary to solicit written bids or proposals for the work to be performed. The district would be liable for any delay in responding to DEQ orders to perform hazardous material removal or cleanup.
- b. This exemption will not be used in those situations where there is no DEQ order to remedy the situation. Routine competitive procurement methods will be used where there is no DEQ order to act immediately. The district maintains open lists of vendors who are interested in providing hazardous material removal and cleanup services. Whenever it needs hazardous material removal or disposal, the district makes use of these lists to solicit quotes, bids or proposals as needed, in addition to advertising the procurement as required.
- c. Cost savings are achieved through this exemption because the district can be liable for DEQ penalties and fines if it does not timely remove hazardous materials or oil as ordered. There is also serious risk in these situations, that property damage or personal injury could result if the district is slow to act.

## Conclusions of Compliance with Law

It is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts as required by ORS 279B.085(3)(a). If it is under DEQ order to act immediately, the district will still attempt to obtain competitive quotes for the work to be performed as it has the ability and time to do so. Unless the district is faced with the quasi-emergency situation of a DEQ order to remove or clean up hazardous waste or oil, it will follow normal competitive procedures to obtain these services.

The award of public contracts pursuant to this special procurement will result in a cost savings to the district in these situations, as required by ORS 279B.085(3)(b), because the district must comply with the law and avoid and minimize risk to persons and property. Where possible, it will seek competitive quotes for the work to be performed and will award the contract to the lowest, responsive and responsible bidder.

### 13. Renegotiation of Existing Contracts with Incumbent Contractors

- a. The district may amend or renegotiate contracts with existing vendors, service providers or other parties subject to the limitations of this rule.
- b. The district has determined that value engineering, specialized expertise required, public safety and technical complexity, generally do not apply to this special procurement procedure.
- c. The renegotiated contract falls within a current special procurement procedure, but if not the LCRB must approve a separate special procurement.
- d. The district may renegotiate certain terms, but they must not unreasonably alter the scope of the original contract.

### Findings of Fact

- a. The LCRB may amend contracts when it is in the best interest of the district. The superintendent and/or other designee, acting on behalf of the LCRB, may renegotiate certain provisions, including:
  - (1) Price;
  - (2) Term;
  - (3) Delivery and shipping;
  - (4) Order size;
  - (5) Substitution;
  - (6) Warranties;
  - (7) Online ordering systems;
  - (8) Price adjustments;
  - (9) Product availability;
  - (10) Product quality;
  - (11) Reporting requirements; or
  - (12) Discounts.

Any contract amendment will be supported by legal consideration when necessary to validate the amended provision.

- b. The amended terms must be within a reasonable scope of the original contract, but not fundamentally alter the agreement or nature of goods or services. Districts may, however, request functionally equivalent substitutes for goods or services in the original contract.

- c. The contract as a whole must be more favorable to the individual needs of the district to justify renegotiation. Cost may be a factor in determining what is a favorable change to the original contract, but the district may use factors other than cost that demonstrate that the amended contract is more favorable to the unique needs of the district.

### **Conclusion of Compliance with Law**

This special procurement will not encourage favoritism or substantially diminish competition in awarding public contracts because it already exists as a contract awarded in compliance with the district's special procurement and public contracting code.

The awarding of contracts under this special procurement will result in cost savings to the district when it needs to renew its original contract with vendors, service providers or other parties, or otherwise substantially promote the public interest.

### ***EXEMPTIONS FROM COMPETITIVE BIDDING***

All public contracts shall be based upon competitive bids or proposals, except the following:

1. Contracts which have been specifically exempted under ORS 279A.025 and 279C.335; and
2. Contracts covered by the class exemptions in the following set of rules developed pursuant to ORS 279C.335(2) and (5) and based on Oregon Administrative Rules, Chapter 137, Divisions 46 through 49.

The Board, acting as the Local Contract Review Board (LCRB) for the district, has made the findings required by ORS 279C.330, ORS 279C.335 and ORS 279C.345, and determined that awarding a contract under this exemption is unlikely to encourage favoritism or substantially diminish competition for the public contract and will likely result in a substantial cost savings and other substantial benefits to the district.

In approving a finding under this section, the local contract review board shall consider the type, cost and amount of the contract and, to the extent applicable to the particular public improvement contract or class of public improvement contracts, the following:

1. How many persons are available to bid;
2. The construction budget and the projected operating costs for the completed public improvements;
3. Public benefits that may result from granting the exemption;
4. Whether value engineering techniques may decrease the cost of the public improvement;
5. The cost and availability of specialized expertise that is necessary for the public improvement;
6. Any likely increases in public safety;
7. Whether granting the exemption may reduce risks to the district or the public that are related to the public improvement;
8. Whether granting the exemption will affect the sources of funding for the public improvement;

9. Whether granting the exemption will better enable the district to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement;
10. Whether granting the exemption will better enable the district to address the size and technical complexity of the public improvement;
11. Whether the public improvements involves new construction or renovates or remodels an existing structure;
12. Whether the public improvement will be occupied or unoccupied during construction;
13. Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions; and
14. Whether the district has or has retained under contract, and will use district personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the district will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

Only these findings are required for each class or individual contract exemption, unless the LCRB specifically excludes a finding or includes an additional finding.

Promulgation of these exemptions can only occur after public notification and a public hearing to receive testimony pertaining to the draft exemptions and findings, pursuant to ORS 279C.335.

1. Brand Names or Products, “Or Equal,” Single Seller and Sole Source
  - a. The district may purchase brand names or products from a single seller or sole source without competitive bidding subject to the limitations of this rule.
  - b. The district has determined that value engineering, specialized expertise required, public safety and technical complexity, generally do not apply to this exemption.
  - c. Solicitation specifications for public contracts of the district shall not expressly or implicitly require any product of any particular manufacturer or seller except as expressly authorized in subsections d. and e. of this rule.
  - d. The district may specify a particular brand name, make or product suffixed by “or equal,” “or approved equal,” “or equivalent,” “or approved equivalent” or similar language if there is no other practical method of specification after documenting the procurement file with the following:
    - (1) A brief description of the solicitation(s) to be covered, including contemplated future purchases;
    - (2) Description of the brand name, mark or product to be specified; and
    - (3) A brand name specification may be prepared and used only if the district determines for a solicitation or class of solicitations that only the identified brand name specification will meet the needs of the district based on one or more of the following written determinations:

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- (a) The use of the brand name specification is unlikely to encourage favoritism in the awarding of public contracts or substantially diminish competition for public contracts; or
  - (b) Specification of the brand name, mark or product would result in substantial cost savings to the district; or
  - (c) There is only one manufacturer or seller of the product of the quality, performance or functionality required; or
  - (d) The efficient utilization of existing goods requires the acquisition of compatible goods and services.
- (4) The district shall make reasonable effort to notify all known suppliers of the specified product and invite such vendors to submit competitive bids or proposals.
- e. The district may purchase a particular product or service available from only one source, after documenting the procurement file with the district's findings of current market research to support the determination that the product is available from only one seller or source. The district's findings shall include:
  - (1) A brief description of the contract or contracts to be covered, including contemplated future purchases;
  - (2) Description of the product or service to be purchased; and
  - (3) The reasons the district is seeking this procurement method, which shall include any of the following:
    - (a) That the efficient utilization of existing equipment, supplies or services requires the acquisition of compatible equipment, supplies or services; or
    - (b) That the goods or services required for the exchange of software or data with other public or private agencies are available for only one source; or
    - (c) That the goods or services are for use in a pilot or an experimental project; or
    - (d) Other findings that support the conclusion that the goods or services are available from only one source.
  - (4) To the extent reasonably practical, the contracting agency shall negotiate with the sole source to obtain contract terms advantageous to the contracting agency.
- f. The district may specify a product or service available from only one manufacturer but available through multiple sellers, after documenting the procurement file with the following information:
  - (1) If the total purchase is over \$10,000 but does not exceed \$100,000, and a comparable product or service is not available under an existing state cooperative purchasing contract, competitive quotes shall be obtained by the district and retained in the procurement file; or
  - (2) If the amount of the purchase exceeds \$100,000, the product or service shall be obtained through competitive bidding unless a specific exemption is granted by the LCRB.
- g. If the district intends to make several purchases of the product of a particular manufacturer or seller for a period not to exceed five years, the district will so state in the solicitation file and in the solicitation document, if any. Such documentation shall be sufficient notice as to

subsequent purchases. If the total purchase amount is estimated to exceed \$100,000, this shall be stated in the advertisement for bids or proposals.

## **Findings of Fact/Conclusion of Compliance with Law**

It is unlikely that this process will encourage favoritism in the award of public contracts or substantially diminish competition for such contracts, as required by ORS 279C.335 (2)(a).

This class exemption applies only to contracts under a limited dollar amount, and then, only after efforts to obtain competitive quotes are made, or other methods have been employed to ensure that competitive means are used if available. The district maintains open lists from which vendors are contracted for quotations. In addition, as required by ORS 279C.335 (2)(b) award of a public contract subject to the above described exemption should likely result in substantial cost savings or other substantial benefits to the district by virtue of the ability to reduce solicitation costs when it is known that comparable products are not available, or when specifying another product solely to meet a competition requirement might lead to lower initial cost but longer lifetime cost.

### 2. Product Prequalification

- a. When specific design or performance specifications must be met or such specifications are impractical to create or reproduce for a type of product to be purchased, the district may specify a list of approved or qualified products by reference to the prequalified product(s) of particular manufacturers or vendors in accordance with the following product prequalification procedure:
  - (1) The district will make reasonable efforts to notify all known manufacturers and vendors of competing products of the district's intent to compile a list of prequalified products. The notice will explain the opportunity manufacturers and vendors of competing products will have to apply to have their product(s) included on the district's list of prequalified products. At its discretion, the district may provide notice by advertisement in a trade paper of general statewide circulation or other appropriate trade publication; or instead of advertising, the district may provide written notice to those manufacturers and vendors appearing on the appropriate list maintained by the district; and
  - (2) The district will accept manufacturer and vendor applications to include products in the district's list of prequalified products up to 15 calendar days prior to the initial advertisement for bids or proposals for the type of product to be purchased, unless otherwise specified in the advertisement or in the district's written notice.
- b. The district has determined that special expertise required, generally, does not apply to this rule.
- c. If the district denies an application for inclusion of a product on its list of prequalified products, the district shall promptly provide the applicant with a written notice of the denial and include the reason for denial. The applicant may submit a written appeal within 7 calendar days to the district business manager to request review and reconsideration of the denial.

## Findings of Fact

**P**a. There are occasions when the district needs to establish a list of prequalified products before it invites bids or proposals to furnish the products. The district may have a specific performance or design need, but it is impractical for the district to create a specification for the type of products to be purchased. An example is audiovisual equipment. There is a tremendous variety of audiovisual products offered in the market. The equipment technology is complex and constantly changing. It would be very burdensome and time consuming for the district to generate nonbrand name, generic performance specifications for such equipment every time it wants to make a purchase.

Also, competition would be poorly served because bidders and proposers would not know in advance whether their offered product would meet the general specification substantially enough to be considered a responsive offer. The decision to make an award would be slow, because each product offered would have to be analyzed against the district's specification. Slowdown in the award process affects both bidders, who are asked to hold their bids open until award is made, and district programs, because staff are not able to order the equipment they need until the contract is awarded.

In this case, it might be more cost effective and efficient for the district to prequalify products and establish a list of approved products before invitations to bid are sent out. The prequalification process can be done some time before the need for a new contract. Once the prequalified product list is established, the bidding and contract award process can go quickly and smoothly.

- b. A second occasion when prequalification of products will be useful is when the specific design or performance specifications for a product are so exacting that the district must have time to carefully consider what is offered in the market that may or may not meet the specifications and, if necessary, reconsider its options before issuing an invitation to bid.
- c. This rule sets out a process of prequalification which requires the use of advertisement or other appropriate means to notify vendors of competing products of their opportunity to submit items for prequalification. The district maintains vendor mailing lists which are open to all interested vendors. The district uses these lists routinely to notify vendors of its intentions to prequalify products or to invite bids on products.
- d. This includes a 15-day time limit between the closure of a prequalification list and a related invitation to bid. This time factor ensures that vendors have a reasonable time to apply to include their products on a prequalified product list.
- e. Subsection c. of this rule provides vendors with an appeal process to follow if their application for prequalification is denied.

## Conclusion of Compliance with Law

Where prequalification of products is appropriate, it is unlikely that this exemption will encourage favoritism in the awarding of public contracts or diminish competition for such contracts as required by ORS 279C.335(2)(a). There are several safeguards in the rule to prevent this, including notice, advertising, time and appeal process requirements to ensure that vendors are given a fair and open opportunity to participate in the prequalification process.

The prequalification of products process is a time-consuming effort for the district. It is not a shortcut procurement method. The district would use this method only after balancing cost-saving

considerations, such as the ability of the district to create or generate nonbrand name generic specifications for types of products or the need for lengthy product evaluation prior to a contract award. If the prequalification method is chosen, it will likely result in a substantial cost savings and other substantial benefits to the district as required by ORS 279C.335 (2)(b) because the normal method of product selection is too cumbersome and costly to pursue.

### 3. Requirements Contracts (Blanket Purchase Orders, Price)<sup>3</sup>

- a. The business manager, on behalf of the district, may establish requirements contracts for the purposes of minimizing paperwork, achieving continuity of product, securing a source of supply, reducing inventory, combining district requirements for volume discounts, standardization among schools and departments and reducing lead time for ordering.
- b. The district has determined that value engineering, specialized expertise required and technical complexity, generally, do not apply to this rule.
- c. The district may enter into a requirements contract (also known as a blanket purchase order or price agreement) whereby it is agreed to purchase goods or services for an anticipated need at a predetermined price or price discount from a price list, provided the contract is let by a competitive procurement process pursuant to the requirements of the public contracting code and these rules.
- d. Once a requirements contract is established, schools and departments may purchase the goods and services from the awarded contractor without first undertaking additional competitive solicitation.
- e. Schools and departments shall use requirements contracts established by the district, unless otherwise specified in the contract, allowed by law or these rules or specifically authorized by the superintendent or designee.
- f. Under the authority of ORS 279A.025 and 279C.335, the district may use the requirements contracts entered into by another Oregon public agency when:
  - (1) The original contract met the requirements of the public contracting code; and
  - (2) The original contract allows other public agency usage of the contract; and
  - (3) The original public contracting agency concurs, and this is documented by a written interagency agreement between the district and the agency.
- g. The term of any district requirements contract, including renewals, shall not exceed five years unless otherwise exempted pursuant to ORS 279C.335.

#### Findings of Fact

- a. This rule permits the district to enter into requirements contracts, in which the vendor agrees to provide specified goods and services over the term of the contract at the bid price or discount rate. A requirements contract is useful when the purchase of the goods or services are routine and repetitive. For example, school, building, office, custodial and facilities maintenance supplies are customarily purchased through requirements contracts.
- b. Requirements contracts are a common method of minimizing paperwork, achieving continuity of product, securing a source of supply, reducing inventory, obtaining volume discounts,

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<sup>3</sup> The OregonBuys.gov allows authorized members to utilize the state's price agreement/contracts to purchase goods and services. Authorized OregonBuys members can legally attach to a state price agreement and forego the competitive bid process. Access to hundreds of competitive price contracts for a wide variety of goods and services: vehicles, computers, furniture, copiers, fax machines, travel, pharmaceuticals, office products, etc., is available.

standardizing usage among schools, buildings and departments and reducing lead time for ordering.

- c. The district establishes requirements contracts as a result of open competitive bidding or RFP processes, unless otherwise exempted.
- d. The district limits the term of a requirements contract, including all renewal options, to a maximum of five years before competitive rebidding must be done, unless otherwise exempted.
- e. The district may use the requirements contracts established by other public agencies, subject to certain conditions of state law, Board policy and administrative regulation.

#### **Conclusion of Compliance with Law**

It is unlikely that this exemption will result in favoritism in the awarding of public contracts or diminish competition for such contracts, as required by ORS 279C.335(2)(a). The district will only enter into requirements contracts which result from open competitive bidding processes. This condition applies also to the use of requirements contracts established by other public contracting agencies.

The awarding of district requirements contracts will likely result in a substantial cost savings and other substantial benefits to the district, as required by ORS 279C.335(2)(b). It would be costly and inefficient to make routine, repetitive purchases of goods and services through individual transactions. Also, the guaranteed volume of a requirements contract allows the district to get better prices from bidders.

#### **4. Waiver of Bid Security Requirements (Public Improvement Contracts under \$100,000)**

The LCRB may, at its discretion, waive the bid security requirements of ORS 279C.390, if the amount of the contract for the public improvement is less than \$100,000. Although the bid security requirements of ORS 279C.390 are waived for public improvement contracts under \$100,000, the district may impose a bid or quote security requirements for projects under \$100,000, when deemed to be in the best interest of the district.

#### **Findings of Fact/Conclusion of Compliance with Law**

This rule allows the LCRB to waive bid security requirements for certain public improvement contracts. Waiver of the bid security is provided for by statute without a requirement for findings.

#### **5. Waiver of Performance and Payment Security Requirements (Public Improvement Contracts under \$100,000)**

The LCRB may, at its discretion, waive the performance/payment security requirements of ORS 279C.390 if the amount of the contract for the public improvement is less than \$100,000. Although the performance/payment security requirements of ORS 279C.390 are waived for public improvement contracts less than \$100,000, the district may impose a performance/payment security requirement for projects less than \$100,000 when deemed to be in the best interest of the district.

## Findings of Fact/Conclusion of Compliance with Law

This rule allows the LCRB to waive performance/payment security requirements for certain public improvement contracts. Waiver of the performance/payment security is provided for by statute without a requirement for findings.

6. Projects with Complex Systems or Components
  - a. For contracts for public improvements with significant components that are inherently complex and are also complex to procure through competitive bid, the district may, at its discretion, use RFP competitive procurement methods subject to the conditions described in ORS 279C.400 and conditions enumerated in this exemption.
  - b. Definitions. For purposes of this exemption only: “Complex Systems” are defined as those systems which incorporate the procurement of materials or other components which are difficult, if not impossible, to create in an “equal” specifications basis for competitive bid. Examples of such systems include but are not limited to, contracts for supplying and installing computerized controls for building heating, venting, air conditioning systems; and contracts for artificial surface outdoor multipurpose athletic fields. “Significant” is intended to mean something more than de minimus, but not necessarily the majority of the project as determined by cost.

## Finding of Fact/Conclusion of Compliance with the Law

It is unlikely that this exemption will encourage favoritism in the awarding of the public contracts or substantially diminish competition for such contracts as required by ORS 279C.335(2)(a). Contracts for public improvements occasionally incorporate the procurement of systems, materials, or other components (complex systems) for which it is extremely difficult to design bid specifications. In these situations, utilization of a RFP process where each of the systems can be evaluated utilizing a number of factors, in addition to price, will likely result in substantial cost savings and other substantial benefits to the district as required by ORS 279C.335(2)(b).

ORS 279C.400 enumerates how RFP’s are to be used if authorized by the LCRB. These criteria, ensures that competitive means will be used, and selection will be fair and impartial. As a result, it is unlikely that this process will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts as required by ORS 279C.335(2)(a). The awarding of contracts pursuant to this process will result in optimal value to the district based on selection by the district of the best competitive proposal that meets the stated evaluative criteria.

This class exemption is intended to be used for the types of procurements describe in the findings, where the specific system, materials or components represent a significant portion of the project. This class exemption is not intended to be used for construction manager/general contractor (CM/GC) projects or other methods of alternative procurement unless these projects meet the requirements of this class exemption. The CM/GC and others, not meeting the requirements of this class exemption, may still be procured by RFP, provided that a project or contract specific exemption is promulgated by the LCRB.

# Alsea School District 7J

Code: DJCA  
Adopted: 10/21/15  
Orig. Code: DJ

## Personal Services Contracts

The district may enter into personal services contracts with qualified professionals as provided by Oregon Revised Statute (ORS) 279A.055. "Personal services contracts," as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment. The district may enter into a personal services contract with a current district employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts for personal services in excess of \$75,000 shall require prior Board approval.

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

END OF POLICY

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### Legal Reference(s):

[ORS Chapters 279](#)

[ORS Chapters 279A, 279B and 279C](#)

[ORS 332.107](#)

[ORS 670.600](#)

[OAR 459-010-0030](#)

INTERNAL REVENUE SERVICE, PUBLICATION 1779: INDEPENDENT CONTRACTOR OR EMPLOYEE (Rev. 3-2012).

# Alsea School District 7J

Code: DJCA-AR  
Revised/Reviewed: 10/21/15  
Orig. Code(s): DJCA-AR

## Personal Services Contracts

### 1. Personal Services Contracts Defined

- a. Personal services contracts include, but are not limited to: a contract or member of a class of contracts, that the local contracting agency's Local Contract Review Board (LCRB) has designated as a personal services contract pursuant to Oregon Revised Statute (ORS) 279A.055. Personal services include, but are not limited to, the following:
  - (1) Contracts for services performed as an independent contractor in a professional capacity (e.g., services of an accountant, attorney, data processing consultant, etc.);
  - (2) Contracts for services as an artist in the performing or fine arts (e.g., photographer, painter, etc.);
  - (3) Contracts for services that are specialized, creative and research oriented;
  - (4) Contracts for services as a consultant;
  - (5) Contracts for educational consulting services.
- b. Personal services contracts may include: (1) public contracts for architectural, engineering or ~~and~~ land surveying and related services; or (2) other public contracts for nonconstruction services.

### 2. Eligibility

The district will follow ORS 670.600, Public Employees Retirement System (PERS) rules Oregon Administrative Rule (OAR) ~~OAR~~ 459-010-0030 and Internal Revenue Service (IRS) Ruling 87-41 in determining whether the individual or business entity qualifies as an independent contractor or is an employee of the district. A valid independent contractor must meet all eight of the following points:

State requirements<sup>1</sup>:

- a. The contractor must be free from the direction and the control of the employer;
- b. The contractor must obtain required business licenses;
- c. The contractor must furnish necessary tools and equipment;
- d. The contractor has authority to hire and fire employees;
- e. The contractor is paid on completion of portions of projects or on a retainer basis;
- f. The construction contractor must be registered under ORS Chapter 701 (For more information call the Construction Contractors Board at 503-378-4621 in Salem.);
- g. The contractor must file appropriate business tax returns;
- h. The contractor must represent to the public that the labor or services are provided by an independent business.

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<sup>1</sup> See ORS 670.600 for complete listing.

## PERS requirements:

In determining whether an individual is an employee or independent contractor for PERS contribution purposes, the district will consider the following factors:

- a. Instructions. An employee must comply with instructions about when, where and how to work. Even if no instructions are given, the control factor is present if the employer has the right to control how the work results are achieved;
- b. Training. An employee may be trained to perform services in a particular manner. Independent contractors ordinarily use their own methods and receive no training from the purchasers of their services;
- c. Integration. An employee's services are usually integrated into the business operations because the services are important to the success or continuation of the business. This shows that the employee is subject to direction and control;
- d. Services rendered personally. An employee renders services personally. This shows that the employer is interested in the methods as well as the results;
- e. Hiring, supervising and paying assistants. An employee works for an employer who hires, supervises and pays workers. An independent contractor can hire, supervise and pay assistants under a contract that requires him/her to provide materials and labor and to be responsible only for the result;
- f. Continuing relationship. An employee generally has a continuing relationship with an employer. A continuing relationship may exist even if work is performed at recurring although irregular intervals;
- g. Set hours of work. An employee usually has set hours of work established by an employer. An independent contractor generally can set ~~his/her~~ their own work hours;
- h. Full-time required. An employee may be required to work or be available full-time. This indicates control by the employer. An independent contractor can work when and for whom ~~he/she~~ they chooses;
- i. Doing work on employer's premises. An employee usually works on the premises of an employer, or works on a route or at a location designated by an employer;
- j. Order or sequence set. An employee may be required to perform services in the order or sequence set by an employer. This shows that the employee is subject to direction and control;
- k. Oral or written reports. An employee may be required to submit reports to an employer. This shows that the employer maintains a degree of control;
- l. Payment by hour, week, month. An employee is generally paid by the hour, week or month. An independent contractor is usually paid by the job or on a straight commission;
- m. Payment of business and/or traveling expenses. An employee's business and travel expenses are generally paid by an employer. This shows that the employee is subject to regulation and control;
- n. Furnishing of tools and materials. An employee is normally furnished significant tools, materials and other equipment by an employer;
- o. Significant investment. An independent contractor has a significant investment in the facilities ~~he/she~~ they uses in performing services for someone else;
- p. Realization of profit or loss. An independent contractor can make a profit or suffer a loss;
- q. Working for more than one employer at a time. An independent contractor is generally free to provide ~~his/her~~ their services to two or more unrelated persons or firms at the same time;
- r. Making service available to general public. An independent contractor makes ~~his/her~~ their services available to the general public;

- s. Right to discharge. An employee can be fired by an employer. An independent contractor cannot be fired so long as ~~he/she~~ they produces a result that meets the specifications of the contract;
- t. Right to terminate. An employee can quit ~~his/her~~ their job at any time without incurring liability. An independent contractor usually agrees to complete a specific job and is responsible for its satisfactory completion, or is legally obligated to make good for failure to complete it.

IRS requirements:

Additionally, in determining employee or independent contract status for purposes of the Federal Insurance Contributions Act (FICA), the Federal Unemployment Tax Act (FUTA) or for federal income tax withholding from wages, the district will consider:

- a. Behavioral control. A worker is an employee when the district has the right to direct and control the worker;
- b. Financial control. A worker is an independent contractor if ~~he/she~~ they can realize a profit or incur a loss. The individual may also be an independent contractor if ~~he/she is~~ they are not reimbursed for some or all business expenses, especially if those expenses are high or if ~~he/she~~ they have a significant investment in ~~his/her~~ their work;
- c. Relationship of the parties. Facts weighed by the district will include any written contracts describing the relationship the parties intended to create; the extent to which the worker is available to perform services for other similar businesses; whether the district provides the worker with employee-type benefits, such as insurance, vacation pay or sick pay; and the permanency of the relationship.

### 3. Personal Services Contracts - Procurement Requirements

- a. Contracts for personal services less than \$25,000 within a 12-month period, shall, where practical, be based on written or verbal quotes or may be procured through direct negotiations with the contractor.
- b. Contracts for personal services greater than \$25,000 that do not exceed \$75,000 may be based on three written or verbal quotes, or response to a request for proposal (RFP) as deemed appropriate by the superintendent or designee.
- c. Contracts for personal services greater than \$75,000 shall be based on written solicitations, request for qualifications, or the ~~request for proposal (RFP)~~ process.
- d. The district may enter into a personal services contract when the amount of the services does not exceed \$150,000 without obtaining quotes or utilizing the RFP process when only one contractor or sole source provides the services as follows:
  - (1) The superintendent or designee shall make the following written findings for inclusion in the contract file:
    - (a) That the efficient utilization of existing goods requires the acquisition of compatible goods or services;
    - (b) That the goods or services required for the exchange of software or data with other public or private agencies are available from only one source;
    - (c) That the goods or services are for use in a pilot or an experimental project; or

~~e.~~(d) Other findings that support the conclusion that the goods or services are available from only one source. If the cost of the services is more than \$75,000, the district may award a contract on a sole source basis, only with Board approval and if prior to the award:

- ~~(1)~~(2) Notice of the district's intent to contract for the services, including the general specifications of the intended contract, is advertised in at least one newspaper or trade journal of general circulation in the area where the services are to be performed;
- ~~(2)~~(3) The advertised notice is published at least 14 days before award of contract to allow prospective contractors a reasonable opportunity to submit a protest of the district's intent to contract through the sole source process unless the superintendent gives prior written approval to reduce the number of days based on extraordinary circumstance that do not meet the criteria for an Emergency Procurement pursuant to OAR 137-047-0280; and
- ~~(3)~~(4) The protest shall be submitted in writing to the district by the closing date and time of the advertisement notice. It shall state the reason the contract should be competitively solicited.

Protests shall be heard by the Board, whose decision shall be final.

#### 4. ITB/RFP Requirements

- a. An invitation to bid (ITB) or ~~(RFP)~~ will be used as a formal competitive solicitation that describes the specific services to be performed within a defined period of time. The solicitation will set forth criteria and methods for screening, selecting and ranking the most qualified proposal(s). The solicitation document may result in contracts with more than one provider.
- b. The solicitation document must provide that the district is not responsible for any cost incurred while submitting proposals and that all proposers who respond do so at their own expense.
- c. The solicitation document must, at a minimum, address the following:
  - (1) Requirements for solicitation documents under ORS 279B.055 (2) and 279B.060 (2):
    - (a) A time and date by which the bids or proposals must be received and a place at which bids must be submitted, and may, in the sole discretion of the contracting agency, direct or permit the submission and receipt of bids or proposals by electronic means;
    - (b) The name and title of the person designated for receipt of bids or proposals and the person designated by the contracting agency as the contact person for the procurement, if different;
    - (c) A procurement description;
    - (d) A time, date and place that prequalified applications, if any, must be ~~filed~~ **filled** and the classes of work, if any, for which bidders must be prequalified in accordance with ORS 279B.120;
    - (e) A statement that the contracting agency may cancel the bid or procurement, or reject any of all bids in accordance with ORS 279B.100;
    - (f) A statement that "Contractors shall use recyclable products to the maximum extent economically feasible in the performance of the contract work set forth in this document." if the invitation to bid is issued by a state contracting agency;

- (g) A statement that requires the contractor or subcontractor to possess an asbestos abatement license, if required under ORS 468A.710; and
  - (h) All contractual terms and conditions applicable to the procurement.
- (2) Requirements for solicitation documents under OAR 137-047-0255 (2) and OAR 137-047-0260 (2):
- (a) General Information-
    - (i) Notice of any pre-offer conferences as follows:
      - 1) The time, date and location of any pre-offer conferences; ~~and~~
      - 2) Whether attendance at the conference will be mandatory or voluntary; and
      - 3) A provision that provides that statements made by the contracting agency's representatives at the conference are not binding upon the contracting agency unless confirmed by written addendum;
    - (ii) The form and instructions for submission of proposals and any other special information, (e.g., whether proposals may be submitted by electronic means);
    - (iii) The time, date and place of opening;
    - (iv) The office where the solicitation document may be reviewed;
    - (v) For bidders, a statement whether the bidder is a "resident bidder," as defined in ORS 279A.120 (1);
    - (vi) Contractor's certification of nondiscrimination in obtaining required subcontractors in accordance with ORS 279A.110 (4); and
    - (vii) How the contracting agency will notify proposers of addenda and how the contracting agency will make addenda available.
  - (b) Contracting Agency Need-
 

The character of the goods and services the contracting agency is purchasing including, if applicable, a description of the acquisition, specifications, delivery or performance schedule, inspection and acceptance requirements.
  - (c) Bid/Proposal and Evaluation Process-
    - (i) The anticipated solicitation schedule, deadlines, protest process, and evaluation process;
    - (ii) The contracting agency shall set forth selection criteria in the solicitation document in accordance with the requirements of ORS 279B.060 (2)(h)(E).
    - (iii) If the contracting agency intends to award contracts to more than one proposer ~~prospect~~ pursuant to OAR 137-047-0600 (4)(d), the contracting agency must identify in the solicitation document the manner in which it will determine the number of contracts it will award.
  - (d) Applicable preferences described in ORS 279A.125 (2) and 282.210.

- (e) For contracting agencies subject to ORS 305.385, contractor's certification of compliance with the Oregon tax laws in accordance with ORS 305.385.
  - (f) All contract terms and conditions, including a provision indicating whether the contractor can assign the contract, delegate its duties, or subcontract the goods or services without prior written approval from the contracting agency.
- d. Bids or proposals must be advertised at least once in a newspaper of general circulation in the area where the contract is to be performed and in as many additional issues and publications as may be necessary or desirable to achieve adequate competition unless the contracting agency uses electronic advertising.
  - e. Unless otherwise specified in rules adopted pursuant to ORS 279A.065, the LCRB will give notice at least seven days before the solicitation closing date.
  - f. All advertisements shall describe at minimum the requirements under OAR 137-047-0300 (3):
    - (1) Where, when, how, and for how long the solicitation document may be obtained;
    - (2) A general description of the goods or services to be acquired;
    - (3) The interval between the first date of notice and closing, which will be at least seven days, unless a shorter period is in the public interest and it will not substantially affect competition;
    - (4) The date that persons must file applications for prequalification if prequalification is a requirement and the class of goods or services is one for which persons must be prequalified;
    - (5) The office where contract terms, conditions and specifications may be reviewed;
    - (6) The name, title and address of the individual authorized by the contracting agency to receive offers;
    - (7) The scheduled opening; and
    - (8) Any other information the contracting agency deems appropriate.

## 5. Screening and Selection Procedures

- a. The superintendent or designee shall review, score and rank all responsive proposals according to the evaluation criteria in the ITB or RFP and applicable law. The contracting agency will award the contract to the lowest responsible bidder or proposer or multiple responsible bidders or proposers in accordance with ORS 279B.055 (10) and 279B.060 (10), and OAR 137-047-0600.
- b. To determine whether the bidder or proposer has met the standards of responsibility under ORS 279B.110 (2) and OAR 137-047-0640 (1)(c)(F), the LCRB will consider whether the bidder or proposer has:
  - (1) Available the appropriate financial, material, equipment, facility and personnel resources and expertise, or the ability to obtain the resources and expertise, necessary to indicate the capability of the bidder or proposer to meet all contractual responsibilities;
  - (2) A satisfactory record of performance.<sup>2</sup> The contracting agency will document in the solicitation file its basis for determining that the offeror is not responsible because the offeror does not meet this requirement;

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<sup>2</sup> A contracting agency should review carefully the offeror's record of contract performance if the offeror is or recently has been materially deficient in contract performance. In reviewing the offeror's performance, the contracting agency should determine whether the offeror's deficient performance was expressly excused under the terms of the contract, or whether the offeror took

- (3) A satisfactory record of integrity.<sup>3</sup> The contracting agency will document its basis for determining that the offeror is not responsible because the offeror does not meet this requirement;
  - (4) Qualified legally to contract with the contracting agency;
  - (5) Supplied all necessary information in connection with the inquiry concerning responsibility. If an offeror fails to promptly supply information requested by the contracting agency concerning responsibility, the contracting agency shall base the determination of responsibility upon any available information, or may find the bidder or proposer not to be responsible; and
  - (6) Not been debarred by the contracting agency under ORS 279B.130.
- c. Final ranking will be based on all information obtained during the evaluation process. Price will be considered, but will not necessarily govern selection of the contractor(s).
  - d. Contracts entered into may be amended, provided the original contract allows for the particular amendment and the services to be provided under the amendment are included within or directly related to, the scope of the project or the scope of the services described in the solicitation document.

## **6. Documentation**

Documentation providing evidence of competition shall be maintained by the district for all contracts entered into by the district.

## **7. Fingerprinting**

If the scope of the work performed by a contractor(s) or his/her employee(s) may result in direct, unsupervised contact with students, he/she will be required to submit to fingerprinting and criminal records checks as required by law.

## **8. Payment**

Payment will be made only upon completion of the performance of specific portions of the project or on the basis of an annual or periodic retainer as specified by the district in the personal services contract.

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appropriate corrective action. The contracting agency may review the offeror's performance on both private and public contracts.

<sup>3</sup> A contracting agency may determine that an offeror lacks integrity because of a lack of business ethics such as a violation of environmental laws or false certification made to the contracting agency. A contracting agency may find that an offeror is not responsible based on a lack of integrity of a person having influence or control over the offeror.

# Alsea School District 7J

Code: DJFA  
Adopted: 10/21/15  
Orig. Code(s): DJFA

## Credit Cards

The Board authorizes the superintendent to hold a bank credit card in the name of the district and to issue such cards to designated employees. Approved card holders will be held responsible for maintaining sole possession and security of issued cards at all times. Such ~~Credit~~ cards shall have a maximum limit of the lowest daily rate possible not to exceed \$15,000, the superintendent may modify this amount on a case-by-case basis.

Credit cards issued to employees may only be used to purchase items authorized by the adopted district budget.

Purchase slips and receipts must be turned in to the business office within 15 days ~~monthly~~ of the transaction. The business office will make every effort to pay in full the credit card balance no later than the due date so that finance charges will not be incurred.

District-issued credit cards shall be subject to the following:

1. Personal items shall not be charged on district-issued credit cards. If a personal item is inadvertently purchased on a district-issued credit card in violation of this policy, repayment by the employee must be made immediately. Failure to make the required payment may result in an automatic deduction from the individual's next payroll disbursement. Accordingly, the district will require individuals issued ~~such credit~~ cards to sign a written authorization for payroll deduction in the event of such personal use;
2. The purchase of alcoholic beverages is strictly prohibited. ~~The purchase of any item over \$200 without prior superintendent or designee authorization is strictly prohibited.~~ The purchase of gasoline for a privately-owned vehicle is also prohibited without prior authorization;
3. Leaving a gratuity that exceeds 15 percent is prohibited;
4. Airline tickets may be purchased with a district-issued credit card only with prior superintendent or designee approval. If the issued credit card provides for purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized district business.

Violation of the provisions of this policy may result in the revocation of the credit card and/or discipline up to and including dismissal.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 652.610\(3\)](#)



# Alsea School District 7J

Code: DJFA-AR  
Revised/Reviewed: 10/21/15  
Orig. Code(s): DJFA-AR

## Authorization for Payroll Deduction

Pursuant to Board policy DJFA - Credit Cards and Oregon Revised Statute (ORS) 652.610(3) I, \_\_\_\_\_, hereby authorize the district to withhold from my paycheck any charges made on a district-issued credit card without prior written approval from my supervisor, or any charges not authorized by the adopted Board policy.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Alsea School District 7J

Code: DL  
Adopted: 10/21/15  
Orig. Code: DL

## Payroll

Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's collective bargaining agreement/group labor agreement with the district. Employee Subject to the terms of employee agreements, health, accident, dental and other types of insurance may be purchased on behalf of the district employees, subject to the terms of the employee's employment with the district. Mandatory payroll deductions will be withheld as required by state and federal law.

No other automatic deductions except those required by law will be made from an employee's pay without authorization of the Board.

END OF POLICY

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### Legal Reference(s):

[ORS 243.650\(10\), \(16\)](#)  
[ORS 243.666](#)  
[ORS 243.820 to -243.830](#)

[ORS 332.505](#)  
[ORS 332.534](#)  
[ORS 652.110](#)

[ORS 652.120](#)  
[ORS 652.610](#)

# Alsea School District 7J

Code: DLB  
Adopted: 10/21/15  
Orig. Code: DLB

## Salary Deductions

Authorized payroll deductions will be made upon an appropriately submitted written request from the employee.

Subject to standard accounting procedures, employees may authorize modification of their salary or withholdings to include deductions such as:

1. Tax sheltered annuities (TSA), as authorized by the Internal Revenue Service and approved by the Board;
2. Insurance premiums in excess of district contributions to Board-approved programs;
3. Labor organization dues (or Fair Share);
4. Credit unions;
5. United Way;
6. CARE; and;
- 6-7. [Health Reimbursement Accounts \(HRA\)](#).

The district will comply with federal requirements that establish maximum annual TSA allowable contributions. The district reserves the right to reduce, suspend and/or reinstate employee TSA contributions at any time to ensure compliance with applicable law.

~~District approved TSA companies shall be required to provide employees a maximum exclusion allowance (MEA) prior to the initial withholding, or any changes in withholdings, from employee's earnings. The employee is responsible for filing a copy of the MEA with the district prior to any district withholding.~~

Automatic deductions, except those required by law, will not be made from an employee's pay without Board authorization.

END OF POLICY

### Legal Reference(s):

[ORS 243.650\(10\)](#), (16)  
[ORS 243.666](#)

[ORS 332.505](#)  
[ORS 652.110](#)

[ORS 652.120](#)  
[ORS 652.610](#)

I.R.C. 26 U.S.C. § 403 (2012).  
29 C.F.R. § 541.603 (2016).

# Alsea School District 7J

Code: **DLC**  
Adopted: 10/21/15  
Orig. Code: DLC

## Expense Reimbursements

The district will reimburse employees for authorized expenses incurred for professional growth and/or job requirements in accordance with administrative regulations developed by the superintendent and consistent with Internal Revenue Service requirements.

END OF POLICY

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### Legal Reference(s):

[ORS 294.155](#)

[ORS 332.107](#)

[OAR 581-022-2260](#)

I.R.C. § 162 (2006); Business Expenses, 26 C.F.R. 1.162-1 (2006).

INTERNAL REVENUE SERVICE, PUBLICATION 463: TRAVEL, ENTERTAINMENT, GIFT AND CAR EXPENSES.

# Alsea School District 7J

Code: DLC-AR  
Revised/Reviewed: 10/21/15  
Orig. Code(s): DLC-AR

## Staff Expense Reimbursement

Expense reimbursement for staff traveling on approved district business will be governed by the following procedures. Travel expenses include travel fares, meals and lodging and expenses incident to travel. Only travel expenses as are ordinary and necessary in the conduct of approved travel for district business purposes and directly attributable to it will be reimbursed. As used in this regulation an “ordinary” expense means one that is common and accepted in the profession; a “necessary” expense means one that is essential and appropriate in order to conduct district business. Reimbursement procedures established by the district will also apply to Board members traveling on Board-approved district business, as applicable.

### In-District Travel – Use of Private Vehicles

1. Staff will use district-owned vehicles, whenever possible, in conducting district business that requires travel within district boundaries.
2. Private vehicles may be used in conducting district business only with prior superintendent approval. In-district travel approval may be granted by the superintendent for individual trips or by blanket approval, as deemed appropriate.
3. Travel in a private vehicle for the purpose of conducting district business may be approved when:
  - a. A district vehicle is not available;
  - b. The destination is not conveniently accessible by commercial carrier;
  - c. Various points must be visited and commercial carrier schedules are such that the use of commercial carrier transportation is not practical;
  - d. Carrying articles by commercial carrier would not be feasible;
  - e. Commercial travel is deemed to be less economical.

### Out-of-District Travel (In-state) – Use of Private Vehicles

1. Staff will use district-owned vehicles, whenever possible, in conducting approved district business that requires in-state travel outside district boundaries.

Private vehicles may be used only with prior superintendent approval. Out-of-district travel approval may be granted by the superintendent for individual trips or by blanket approval, as deemed appropriate.

### Out-of-State Travel

Out-of-state travel requires prior superintendent approval.

### Insurance Coverage

1. Insurance costs are included as part of the mileage reimbursement for employees authorized to use a private vehicle to conduct district business. It is the responsibility of the owner or driver of the vehicle to be certain that the vehicle is adequately covered by insurance.
2. The responsibility of the district for damages resulting from vehicle accidents is not the same as set forth in the district's general liability insurance policy. The employee's insurance coverage provides primary coverage when the employee is driving the employee's his/her own vehicle on approved district business.
3. All district employees operating private vehicles on approved district business are required to complete and maintain on file with the district verification of vehicle liability insurance that meets or exceeds Oregon statutory minimum limits. This verification is required annually. Employees are required to update their verification of vehicle liability information maintained on file with the district upon any change in the employee's vehicle insurance coverage.

### **Meals and Meetings**

1. Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for district business. Meals include amounts spent for food, beverage, taxes and related gratuities. Alcoholic beverages will not be reimbursed by the district. See **Expense Reimbursement Request and Accounting Procedures** below.
2. Expenses in excess of the district's established limit are ordinarily the responsibility of the employee and may be reimbursed only with superintendent approval. Receipts for all meal expenses must be secured and attached to the claim.

### **Travel Advances**

1. A travel advance may be requested when the estimated cost for meals, lodging, etc., exceeds \$50. The travel advance may be requested by completing the form provided by the district.
2. The cost of commercial travel tickets will not be included in a cash advance request.
3. In the event of loss, the employee is personally responsible for cash advances issued and for any third party use of a district-provided credit card.
4. At least 15 working days are required for processing an advance check after the approved request is received by the business office.
5. Only one cash advance may be outstanding to any employee at any time.

### **Reservations, Commercial Carrier and Lodging**

1. Travel must be conducted in the most expeditious and cost-effective manner, as determined by the district.
2. Each employee is responsible for making their his/her own reservations by obtaining a purchase order number from the business office and furnishing that number to the local travel agency or commercial carrier.

3. Individuals traveling on approved district business by a carrier offering travel credits (i.e., frequent flyer mileage, etc.) are required to account for credits received and may use the credits for future approved district travel purposes only. The district prohibits the accrual of travel credits for individuals traveling on approved district business.

### **Vehicle Rentals**

1. Rental vehicles may be used only when use will ~~affect~~<sup>effect</sup> a savings or otherwise be more advantageous to the district or when the use of other transportation is not feasible.
2. Rental of a compact vehicle is recommended when suitable for approved district business because of the lower initial rate and the guaranteed rate. Certain rental agencies guarantee the compact rate in all owned stations and in most licensee stations, which means that if a reservation for a compact vehicle is accepted and one is not available, a standard-sized vehicle will be substituted at the compact rate.
3. Rental vehicles will be used only for official travel or in lieu of taxi for necessary travel. Any additional costs incurred for other usage will be the personal responsibility of the traveler.
4. Employees will be informed if the district carries the rental car endorsement as part of its insurance coverage. In the event the district does not carry the rental car endorsement the employee will be authorized to purchase insurance coverage from the rental agency.

### **Cancelled Trips**

1. If an employee cannot leave at the scheduled time, it is ~~the employee's~~<sup>his/her</sup> responsibility to call the travel agency or carrier and arrange to have the tickets cancelled or exchanged.
2. Commercial carrier reservation cancellations must be made at least 24 hours before departure time, whenever possible.
3. Lodging reservations must be cancelled by the employee as soon as possible to avoid a cancellation charge.
4. If a trip is cancelled after an advance and/or tickets have been issued, the advance and tickets must be returned to the business office immediately.

### **Personal Travel Combined with District Business Travel**

1. If an individual traveling on approved district business engages in both business and personal activities, travel expenses incurred will be reimbursed only for expenses that are ordinary and necessary in the conduct of district business. Expenses incurred as a part of personal business are the sole responsibility of the traveler.
2. When personal travel is combined with approved district business travel and the individual is traveling by less than the most expeditious and cost-effective manner, any additional costs must be paid by the traveler.
3. Time away from work caused by traveling by less than the most expeditious means available for personal purposes must be charged to vacation or other appropriate leave.

4. Vacation or other personal leave may be taken in conjunction with approved district travel subject to the following:
  - a. Time delays related to approved district business are charged as working time even if no work is performed;
  - b. If the employee travels by less than the most cost-effective manner, as determined by the district, for approved district business or for personal travel combined with travel for district business purposes, the employee he/she must pay the additional cost (e.g., increased fare, meals, lodging expenses, etc.) incurred as a result of the personal travel;
  - c. All subsistence and local transportation (e.g., taxi, vehicle fare), etc.) while on vacation status or other appropriate leave must be paid by the employee;
  - d. The traveler will not be required to pay any of the basic transportation costs incurred as a part of the approved district business, even though the traveler he/she spends a substantial part of the total time away from home on vacation or other personal leave, provided the employee was traveling on approved district business;
  - e. A traveler who decides on their his/her own to conduct district business without prior approval, while on vacation or other personal leave, cannot then use this as a justification to have the district pay his/her basic transportation cost from the district to the location visited, or submit a request for other expense reimbursement.

### **Expense Reimbursement Request and Accounting Procedures**

1. Reimbursement requests detailing actual expenditures must be submitted on the district's travel expense form and approved by the superintendent in writing. Receipts and supporting documentation must accompany all expense reimbursement requests. This includes, but is not limited to, receipts for transportation, lodging, meals, registration, conference and workshop fees. All requests must be submitted to the district office within 10 working days of the conclusion of the trip.
  - a. If the completed travel expense report totals less than the travel advance, the difference must be returned within 10 working days to the business office with the report.
  - b. Reimbursement for expenditures in excess of a travel advance, or where no travel advance has been requested, will be made within 30 working days after the approved travel expense report is received by the business office.
2. Expenses which consist primarily of the cost of furnishing meals for others will be reimbursed upon submission of a travel expense report which includes:
  - a. Names of guests;
  - b. Organizations involved;
  - c. Full explanation of the district business purpose of the meeting.
3. In the event a vehicle was rented, a copy of the rental agreement must be attached to the travel expense report. The rental charge should be paid from the amount advanced, as applicable. Purchase of gas and oil which have been deducted from the rental charge by the rental agency must be included.
4. Any claim for mileage reimbursement only may be submitted at the end of each month in which reimbursement is to be claimed. A claim must be submitted no later than 90 calendar days of incurring the expense. Reimbursement claims later than 90 calendar days of the expense will be denied.

5. Mileage for approved district business travel in a private vehicle will be reimbursed at the current rate per mile established by the district, collective bargaining agreement or Internal Revenue Service (IRS), as applicable, ~~U.S. General Services Administration (GSA)~~. Reimbursement that exceeds the IRS rate will be included as income to the employee in accordance with IRS regulations.
6. Meal expenses for approved district business travel purposes may be reportable as income to the employee in accordance with ~~IRS~~GSA regulations. Generally, meal expenses incurred for approved district business purposes in which district business is conducted with at least one or more other persons or that is incurred on approved district business for a trip that is overnight, or long enough that the individual needs to stop for sleep or rest to properly perform assigned ~~his/her~~ duties, as defined by the IRS, will not be reportable as income to the employee.
7. In the event the total of the amount charged to, and/or received from, the district by the employee as advances, reimbursement or otherwise, exceeds the ordinary and necessary business expenses, the excess must be reported as income in accordance with IRS requirements.

### Reimbursable Expense Limitations

1. Meal expenses may be reimbursed subject to the following limitations based on current GSA rate: ~~current GSA rates~~.

Allowance:	Breakfast	\$13
	Lunch	\$15
	Dinner	\$26

2. Gratuities must not exceed 15 percent and must be included as a part of the receipt. Gratuities in excess of 15 percent are the responsibility of the employee and will not be reimbursed by the district.
3. Other expenses such as toll charges, parking fees, valet services, cleaning, pressing and laundry may be reimbursed if length of trip or circumstances demand.
4. Mileage reimbursement for actual miles traveled on district business, may be approved subject to the following limitations:
  - a. In-district mileage reimbursement will not be granted to an employee, other than a district-approved tutor, for traveling from the employee's ~~his/her~~ residence to the place where work begins for the day or for returning home from the last place worked during the day;
  - b. Reimbursement will be made only for those miles actually traveled in the course of completing approved district business. When chauffeured, mileage for two round trips and short-term parking will be reimbursed if not greater than the cost of one round trip plus economy parking;
  - c. Group travel may be requested on one travel request form for a group traveling together as long as advance and reimbursement is payable to one person who has complete responsibility for reporting expenses;
  - d. In the event a private vehicle is approved for use from home, to or from airport or railroad station, mileage for one round trip and economy parking will be reimbursed. Parking receipts are required;
  - e. Individuals requesting reimbursement for use of a private vehicle on approved district business must meet insurance requirements. See **Insurance Coverage** above.

5. Lodging will be reimbursed at reasonable commercial rates.
6. Local taxi, shuttle, bus fares and vehicle rentals may be reimbursed, subject to the district's requirement that travel selected is by the most expeditious, cost-effective manner, as determined by the district.

# Alsea School District 7J

Code: DN  
Adopted: 5/11/16  
Orig. Code: DN

## Disposal of District Property

The Board may, at any time, declare district ~~personal~~ property as surplus and authorize its disposal when such property is no longer useful to the district, unsuitable for ~~school~~-use, too costly to repair or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the district, the Board may dispose of them in another manner.

If the district property was purchased with state, federal or private grant funds disposal of the property shall be made as outlined in the grant or by state or federal regulations.

END OF POLICY

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### Legal Reference(s):

[ORS 279B.055](#) [ORS Chapters 279A, 279B and 279C](#) [ORS 332.155](#)

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)

Alsea School District 7J

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The following symbols are used on some sample policies:

- \* May be subject to collective bargaining.
- \*\* As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.
- [ ] Brackets occur in sample policies to indicate the need for districts to select or tailor information specific to their particular situations.

# Alsea School District 7J

Code: EB  
Adopted: 11/18/15  
Orig. Code: EB

## Safety Program

Safe buildings, grounds and equipment will be maintained in order to prevent accidents or injury to students, employees and others ~~other citizens~~ from fire, natural disasters, mechanical and electrical malfunction and other hazards.

Buildings will be planned, constructed, equipped and maintained in accordance with appropriate local, state and federal safety regulations.

Buildings will be provided with alarm systems, fire extinguishers and other safety devices required by state and federal laws and regulations.

The superintendent will develop and implement a safety program which will include, but not be limited to, compliance with and enforcement of all state and federal laws, rules and regulations.

END OF POLICY

### Legal Reference(s):

[ORS 329.095](#)  
[ORS 654.003 to -654.022](#)

[OAR 437-001-0760](#)  
[OAR 437-002-0020 to -0081](#)  
[OAR 437-002-0100](#)  
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[OAR 581-022-2030](#)  
[OAR 581-022-2225](#)  
[OAR 581-022-2250](#)

Fazzolari v. Portland Sch. Dist. No. 1J, 303 Or. 1 (1987).

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2006); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2006).

# Alsea School District 7J

Code: EBAC  
Adopted: 11/18/15  
Orig. Code(s): EBAC

## Safety Committee

A centralized safety committee shall be established to implement the district's safety program as part of an ongoing effort to help ensure the safety of students, staff and others while on district property.

The superintendent will coordinate the district's safety committee efforts and maintain all necessary records.

The superintendent will develop administrative regulations as may be necessary to implement this policy and meet the applicable Oregon Occupational Safety and Health Division requirements.

END OF POLICY

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### Legal Reference(s):

[ORS 654.176](#)

[ORS 654.182](#)

[OAR 437-001-0765](#)

[OAR 581-022-2225\(7\)](#)

# Alsea School District 7J

Code: EBAC-AR  
Revised/Reviewed: 11/18/15  
Orig. Code(s): EBAC-AR

## Safety Committee

### District Safety Officer

The superintendent shall designate ~~be the~~ district safety officer. The safety officer shall:

1. Establish a centralized safety committee, ~~advisory~~ to advise the safety officer on implementing, ~~to implement~~ and ~~monitoring~~ monitor the district's ~~district~~ safety program.;
2. Be responsible for writing and implementing a district safety program. (The written program shall include reporting procedures and in-service safety training program.);
3. Coordinate all matters relating to safety and shall make, or cause to be made, periodic inspections of sites and review with the site safety manager the status of record keeping, reports and meeting agendas.;
4. Maintain a liaison relationship with applicable agencies outside the district.;
5. Assist all administrators and department supervisors as necessary in the preparation and implementation of their site safety programs.;
6. Maintain the accident record system; make necessary reports, personally investigate fatal, serious and potentially serious accidents; and check corrective action taken by teachers or other personnel to eliminate causes of accidents.;
7. Establish specific goals for the district's safety program and evaluate goals and accomplishments on a regular basis.

### Centralized Safety Committee

A centralized safety committee shall be established to represent the safety and health concerns of all district employees and students.

The centralized safety committee shall be composed of an equal number of employer and employee representatives. A centralized safety committee must represent health and safety concerns of all district sites. When agreed upon by employees and the district, the number of employees on the committee may be greater than the number of district representatives. The committee will consist of no fewer than 4 members for districts with more than 20 employees.

A reasonable attempt will be made to ensure that committee members represent major work activities (i.e., teacher, custodian, food service worker, administrator).

Employee representatives shall be volunteers or elected by their peers unless there is a provision in the collective bargaining agreement that addresses the selection of employee representatives. Members of the committee shall serve at least a continuous one-year term. Terms shall be staggered to provide continuity. There shall be a chair elected by the safety committee.

Employee representatives attending safety committee meetings outside regularly scheduled workday shall be compensated by the employer at the regular hourly wage.

The centralized safety committee will:

1. Hold regular meetings at least once a month except months when quarterly workplace safety inspections are made. This does not exclude other months from ~~site~~-safety committee meetings if more frequent safety inspections are conducted. Quarterly safety committee meetings may be substituted for monthly meetings when the committee's sole area of responsibility involves low hazard work environments such as the district office;
2. Provide written agendas for each meeting which shall set the order of business;
3. Make written records of each meeting which the district shall review and maintain for three years for inspection;
4. Post and send copies of meeting records to committee members;
5. Assist in creating a hazard-free work environment by:
  - a. Recommending to the district how to eliminate hazards in the workplace and ~~promote~~**promoting** employee adherence to safe work practices; and
  - b. Using lines of communications to promote cooperative attitudes between all persons involved in the operations of the workplace.

Duties of the centralized safety committee will include:

1. Establishing procedures for minimum quarterly workplace safety inspections of a safety committee inspection team to locate and identify safety and health hazards. The safety inspection team shall include employer and employee representatives. The team shall document the location and identity of the hazards and make recommendations as to how and when the hazards will be corrected;
2. Establishing procedures for investigating all significant safety-related incidents including injury accidents, illnesses and deaths for the purpose of recommending corrective action necessary to prevent similar events from recurring;
3. Evaluating district policies which may affect safety and health in the workplace and making recommendations for changes to existing policies or adoption of new policies;
4. Evaluating all the accident and illness prevention programs brought to the committee's attention and making recommendations necessary to make the programs more applicable to the workplace;
5. Establishing a system whereby the safety committee can obtain information that would help in creating a hazard-free work environment, directly from all persons involved in the operations of the workplace. The information obtained shall be reviewed at the next safety committee meeting;

6. Establishing procedures for the review of all safety and health inspection reports made by the committee and making necessary recommendations;
7. Establishing procedures for the review of corrective action taken on the committee's recommendations or determining the reasons why no corrective action was taken;
8. Making all reports, evaluations and recommendations of the safety committee a part of the minutes of the safety committee; and
9. Evaluating employee/supervisor training needs.

### **Degree of Authority**

The centralized safety committee is authorized to make written suggestions to the district safety officer, based on its experiences, inspections and input from other employees, students and district patrons, as appropriate.

# Alsea School District 7J

Code: **EBB**  
Adopted: 11/18/15  
Orig. Code(s): EBB

## Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the district shall adopt an integrated pest management plan (IPM)<sup>1</sup> which emphasizes the least possible risk to students, staff and community members and shall adopt a list of low-impact pesticides for use with the IPM plan.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
  - a. Protect the health and safety of students and staff;
  - b. Protect the integrity of district buildings and grounds;
  - c. Maintain a productive learning environment; and
  - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;
9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;

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<sup>1</sup> See [Model Integrated Pest Management Program Plan](http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html) for Oregon Schools at [. The program includes access to Resources & Forms including Model plans for large school districts and small school districts.](http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html) [http://www.ipmnet.org/tim/IPM\\_in\\_Schools/Model\\_School\\_IPM\\_Plan\\_Main\\_Page.html](http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html)

10. Gives preference to the use of nonchemical pest control measures;
11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The district shall designate the Facilities Manager as the Integrated Pest Management Plan Coordinator[s] give them the authority for overall implementation and evaluation of the IPM plan.

### **Integrated Pest Management Plan Coordinator**

The IPM Plan Coordinator[s] shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
3. Oversee pest prevention efforts;
4. Ensure identification and evaluation of pest situation;
5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
7. Evaluate pest management results; and
8. Keep for at least four years following the application date, records of applied pesticides that include:
  - a. A copy of the label;
  - b. A copy of the Safety Data Sheet (SDS);
  - c. The brand name and U.S. Environmental Protection Agency (USEPA) USEPA registration number of the product;
  - d. The approximate amount and concentration of pesticide applied;
  - e. The location of where the pesticide was applied;
  - f. The type of application and whether the application was effective;
  - g. The name(s) of the person(s) applying the pesticide;
  - h. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
  - i. The dates and times for the placement and removal of warning signs; and
  - j. Copies of all required notices given, including the dates the IPM Coordinator[s] gave the notices.

9. Respond to inquiries about the IPM plan and refer complainants to [Board policy KL - Public Complaints];
10. Conduct outreach to district staff about the district’s IPM plan.

END OF POLICY

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**Legal Reference(s):**

[ORS 634.116](#)

[ORS 634.700 - 634.750](#)

# Alsea School District 7J

Code: EBBA  
Adopted: 11/18/15  
Orig. Code: EBBA

## First Aid\*\*

In cases of sudden illness or injury to a student or staff member, first aid will be given by school staff. Further medical attention for a ~~to~~ students is the ~~parents'~~ responsibility of the student's parent(s),<sup>5</sup> or of someone the parent(s) designate in the case of an emergency.

Superintendent/principal is charged with providing for the immediate care of ill or injured persons within his/her area of responsibility.

Staff members shall report self-administered first aid treatment to an immediate supervisor.

In each district facility ~~school~~, procedures for handling health emergencies will be established and made known to ~~the~~ staff. Each district facility ~~school~~ and district ~~school~~ vehicle will be equipped with appropriate first-aid supplies and equipment.

All employees are expected to know where first-aid supplies and equipment are kept in their work areas. Designated employees in each building shall hold current first-aid cards. In compliance with Oregon Administrative Rules, each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled or an emergency response team per building. Such team shall consist of no less than six persons who hold current first-aid/CPR cards and who are trained annually in the district and building emergency plans. Names of the designated employees will be posted.

END OF POLICY

### Legal Reference(s):

[ORS 30.800](#)

[OAR 437-002-0042](#)

[OAR 437-002-0120 to -0139](#)

[OAR 437-002-0161](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

[OAR 581-053-0003\(37\)](#)

[OAR 581-053-0220\(3\)\(B\)\(iii\)](#)

[OAR 581-053-0320\(5\)\(b\)](#)

[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

# Alsea School District 7J

Code: EBBA-AR  
Revised/Reviewed: 11/18/15  
Orig. Code(s): EBBA-AR

## First Aid - Infection Control

Health services information about the transmission of diseases including AIDS and HBV<sup>1</sup> focuses on “body fluids” as a possible carrier of organisms that can infect others. The term includes drainage from cuts and scrapes, vomit, urine, feces, respiratory secretions (nasal discharge), saliva, semen and blood. While any contact with the body fluids of another person represents a risk, the level of risk is very low. The risk is increased if the fluid comes in contact with a break in the skin of another individual. Generally, simple, consistent standards and procedures of cleanliness minimize risk.

The following procedures are precautionary measures against the transmission of diseases. Prudent actions are to be employed by all staff and students. These actions should focus primarily on steps that students and staff members can take to ensure their own well-being.

Those who administer first aid, provide physical care or may otherwise incur occupational exposure to blood or other potentially infectious materials as determined by the district will be specifically protected through the district's Exposure Control Plan.

The following procedures are a review for all staff and students of appropriate hygienic and sanitation practices:

1. Standard precautions are to be followed at all times. Standard precautions require the assumption that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV and/or other bloodborne pathogens;
2. Whenever possible, students should be directed to care for their own minor bleeding injury. This includes encouraging students to apply their own band-aids. If assistance is required, band-aids may be applied after the caregiver removes their gloves, if the caregiver will not come into contact with blood or wound drainage;
3. Food and Drug Administration (FDA) approved gloves are required for all tasks in which an individual may come into contact with blood or other potentially infectious materials. Such tasks include cleaning body fluid spills, emptying trash cans, handling sharps/containers, handling contaminated broken glass, cleaning contaminated equipment and handling contaminated laundry/clothing. This also includes assisting with any minor wound care, treating bloody noses, handling clothes soiled by incontinence, diaper changing and cleaning up vomit;
4. Immediate, complete and effective hand washing with soap and running water of at least 30 seconds duration should follow any first aid or health care given to a student or contact with potentially infectious materials;

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<sup>1</sup> HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

5. If exposure to blood or other potentially infectious materials occurs through coughing, any first-aid procedure, or through an open sore or break in the skin, thorough washing, preferably with germicidal soap, is necessary;
6. In the event hand-washing facilities are not readily available, thorough cleaning using an antiseptic cleanser and clean cloth/paper towels or antiseptic towelettes provided by the district as an alternative is necessary. In the event alternatives are used, hands must be washed with soap and running water as soon as feasible;
7. Contaminated work surfaces shall be decontaminated with an appropriate disinfectant after completion of procedures; immediately or as soon as feasible when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials; and at the end of the work shift if the surface may have become contaminated since the last cleaning. Clean surfaces with soap and water and then rinse with an Environmental Protection Agency (EPA) approved disinfectant<sup>2</sup> following labeling instructions for use, or a freshly made solution of one part bleach to nine parts water, and allow to air dry. These surfaces include equipment, counters, mats (including those used in physical education classes and athletic events), toys or changing tables;
8. An EPA-approved disinfectant must be used when cleaning fluids such as blood or vomit from the floor or other such contaminated surfaces;
9. Contaminated laundry such as clothing and towels must be placed and transported in bags and containers in accordance with the district's<sup>2</sup> standard precautions. All such items must be laundered in hot or cold water and soap and placed in a dryer;
10. Needles, syringes, broken glassware and other sharp objects found on district property must not be picked up by students at any time, nor by staff without appropriate puncture-proof gloves or mechanical device such as a broom, brush and dust pan. Any such items found must be disposed of in closable puncture resistant, leakproof containers that are appropriately labeled or color-coded;
11. All wastebaskets used to dispose of potentially infectious materials must be lined with a plastic bag liner that is changed daily;
12. Gloves and repellent gowns, aprons or jackets are required for tasks in which exposure to blood or other potentially infectious materials can be reasonably anticipated to contaminate street clothing. Type and characteristics of such protective clothing will depend on the task. Such tasks may include diapering/toileting with gross contamination, assisting with wound care, sorting or bagging contaminated laundry/clothing and disposing of regulated waste with gross contamination;
13. Maximum protection with gloves, face and/or eye protection and gowns is required whenever splashes, spray, spatter or droplets of blood or other potentially infectious materials may be generated and eye, nose or mouth contamination can be reasonably anticipated. Such tasks may include feeding a student with a history of spitting or forceful vomiting and assisting with severe injury and wound with spurting blood;

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<sup>2</sup> [Disinfectants which can be used include Lysol, Purex, Clorox, Tough Act bathroom cleaner, Dow bathroom cleaner, Real Pine liquid cleaner, Pine Sol, Spic and Span, Tackle liquid, Comet and other products with EPA numbers. Other disinfectants as recommended by the Center for Disease Control may be used.]

14. If a first aid situation occurs, students should report to a person in authority; staff should report to a supervisor.

### **Additional Precautions**

The following additional precautions should be applied in all school settings. These procedures will help prevent transmission of many infections in addition to HIV and HBV:

1. A sink with soap, hot and cold running water and disposable towels should be available close to the classroom;
2. Sharing of personal toilet articles, such as toothbrushes and razors, should not be permitted;
3. Skin lesions that may ooze blood or serum should be kept covered with a dressing;
4. Exchange of saliva by kissing on the mouth, by sharing items that have been mouthed and by putting fingers in others' mouths should be discouraged.

# Alsea School District 7J

Code: ~~EBBAB/GBEBA/JHCCBA~~EBBAA  
Adopted: 7/12/16  
Orig. Code: EBBAB/GBEBA/JHCCBA

## **Infection Control and Bloodborne Pathogens** ~~HBV/Bloodborne Pathogens~~

The Board recognizes that staff/students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff/ ~~and~~ students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to standard precautions. Standard precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV and/or other bloodborne pathogens<sup>1</sup>.

The district shall develop an Exposure Control Plan that includes infection control procedures, and procedures to minimize and eliminate exposure incidents to bloodborne pathogens.

### **Infection Control**

Staff and students shall receive an annual in-service that includes correct procedures for cleaning up body fluid spills and for personal cleanup, appropriate disposal, immunization and personal hygiene, as well as the location and a content review of first-aid and clean-up kits. Kits shall be available for each room in the building and in each district vehicle.

In addition to an annual in-service, staff and students on a regular basis will receive HIV, AIDS and HBV information.

The information shall emphasize infection — how infection is spread as well as how it is not spread.

~~In order to reduce the risk to staff/students by minimizing or eliminating staff exposure incidents to bloodborne pathogens, the Board directs the superintendent to develop and implement an Exposure Control Plan. The plan shall be reviewed and updated at least annually and when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:~~

### **Bloodborne Pathogens**

The Exposure Control Plan shall be reviewed and updated at least annually and when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:

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<sup>1</sup> Bloodborne pathogens - pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, Hepatitis B virus (HBV) and Human Immunodeficiency Virus (HIV).

1. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens;
2. Annually, document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

The plan shall include training followed by an offer of immunization with Hepatitis B vaccine and vaccination series for all staff who are required to provide first aid to students and/or for all staff who have occupational exposure as determined by the district. Training shall be provided at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter. Personal protective equipment appropriate to job tasks shall be provided by the district. A postexposure evaluation and follow-up shall be made available to any employee sustaining an occupational exposure.

The district recognizes that, as required by Oregon Administrative Rule (OAR) 437-002-1030, employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems). The district will implement such work practice controls, as appropriate.

Documentation, including a sharps injury log, will be maintained as required by OAR 437-002-1035 and 437-002-1030(3).

The district will cooperate with the Oregon Department of Education, the Oregon Health Authority, Public Health Division, the local health department and the education service district in delivering HIV, AIDS and HBV education.

END OF POLICY

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**Legal Reference(s):**

[OAR 333-022-0415](#)  
[OAR 437-002-0360](#)

[OAR 437-002-0377](#)  
[OAR 437-002-1030](#)

[OAR 437-002-1035](#)

Occupational Safety and Health Standards, Bloodborne Pathogens, 29 C.F.R. §1910.1030.

# Alesea School District 7J

Code: EBBB  
Adopted: 11/18/15  
Orig. Code(s): EBBB

## Injury/Illness Reports

All injuries/illnesses, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. All accidents involving students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the district's safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related<sup>1</sup> illness or injury to an employee resulting in overnight hospitalization for medical treatment<sup>2</sup> other than first aid, the district safety officer shall report the incident to inform the Oregon Occupational Safety and Health Division (OR-OSHA). This report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes<sup>3</sup> shall be reported to OSHA within eight hours.

ALL injuries/illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

The district safety officer will maintain records and ~~Monthly records will be maintained. An analysis of the data and trends will be made at least annually.~~

~~The Board will receive~~ reports on serious injuries/illnesses, including accidents involving district property or employees, students or visiting publics, and periodic statistical reports on the number and types of injuries/illnesses occurring in the district, as well as on the measures being taken to prevent such injuries/illnesses in the future.

The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually. Such reports will be submitted to the superintendent for review annually<sup>4</sup>.

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<sup>1</sup> An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

<sup>2</sup> Medical treatment includes managing or caring for a patient for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

<sup>3</sup> A catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

<sup>4</sup> Annual reporting is required, but may occur more often.

END OF POLICY

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**Legal Reference(s):**

[ORS 339.309](#)

[OAR 437-001-0015](#)

[OAR 437-001-0700](#)

[OAR 437-001-0760](#)

[OAR 581-022-2225](#)

# Alsea School District 7J

Code: EBC/EBCA  
Adopted: 6/13/17  
Orig. Code: EBC/EBCA

## Emergency Procedures and Disaster Plans

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly **conduct** **behavior**, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and **safety threats** **use of force** on **district** **school** property. The superintendent will consult with community and county agencies while developing this plan.

The district's emergency procedures plan will meet the standards of the State Board of Education.

Copies of the emergency procedures plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

In the case of **long-term** **a** disruption to district operations as a result of a pandemic flu, declared public health emergency or other catastrophe, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students **and**, parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;
11. Facility utilization by other agencies procedures;
12. Business operations plan for offsite operation or alternative measures.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660\(2\)\(k\)](#)  
[ORS 332.107](#)  
[ORS 433.260](#)

[ORS 433.441](#)  
[OAR 437-002-0161](#)

[OAR 581-022-2030\(3\)\(c\)](#)  
[OAR 581-022-2220](#)  
[OAR 581-022-2225](#)

# Alsea School District 7J

Code: EBCB  
Adopted: 6/13/17  
Orig. Code: EBCB

## Emergency Drills and Instruction

~~Each~~~~The building~~ administrator will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes (ORS).

All schools are required to instruct and drill students on emergency procedures so that students ~~can~~~~may~~ respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in a tsunami hazard zone, and safety threats. Instruction on fires, earthquakes and safety threats and drills for students, shall be conducted for at least 30 minutes each school month.

### Fire Emergencies

The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

### Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.<sup>1</sup>

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “ drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

### Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place ~~and~~, evacuation and other appropriate actions to take when there is a threat to safety.

The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

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<sup>1</sup> This is required language for a district not in a tsunami hazard zone.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660\(2\)\(k\)](#)  
[ORS 336.071](#)

[ORS 476.030\(1\)](#)

[OAR 581-022-2225](#)

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE (2014).

# Alsea School District 7J

Code: EBCD  
Adopted: 11/18/15  
Orig. Code: EBCD

## Emergency School Closures\*\*

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

The superintendent will develop and maintain such plans and procedures as are necessary to carry out alternate school district and bus schedules.

At the beginning of each school year students Students, parents and staff will be informed of at the beginning of each school year as to the procedures that will be used to notify them in case of an emergency closure.

END OF POLICY

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### Legal Reference(s):

[OAR 437-002-0360](#)  
[OAR 437-002-0377](#)

[OAR 581-022-2225](#)  
[OAR 581-022-2320](#)

[OAR 581-053-0004](#)

# Alsea School District 7J

Code: EEA  
Adopted: 11/18/15  
Orig. Code(s): EEA

## Student Transportation Services

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district transporting from one school or facility to another, school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student<sup>2</sup>'s school of origin<sup>1</sup> as required by the Every Student Succeeds Act (ESSA). Services ~~No Child Left Behind Act of 2001 (NCLBA)~~. These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the superintendent.

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.

Miles from school will be determined by the superintendent or designee in accordance with Oregon Administrative Rule (OAR) 581-023-0040 (1)(e).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds<sup>2</sup> or through cooperative agreements with local victims assistance units for a student to attend a safe district school<sup>3</sup> out of the student<sup>2</sup>'s attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child<sup>2</sup>'s home with a public or private agency and who is living in a licensed, certified or approved

<sup>1</sup> ~~“““““1””””~~ School of origin<sup>2”””</sup> means the school that ~~the~~ student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term ~~“““““school of origin”””~~ shall include the designated receiving school at the next grade level for all feeder schools.

<sup>2</sup> ~~“““““Federal””””~~ ~~2~~ Federal funds<sup>3”””</sup> means funds available through Title IV, Part A, and Title V, Part A.

<sup>3</sup> ~~If~~ ~~3~~ If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation as a related ~~service~~services and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportationtransport.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for ~~the~~at he forward-facing car seat must use a booster seat until ~~they~~are he/she is four feet nine inches tall or age eight and the adult belt properly fits.<sup>4</sup> A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus driver to the transportation supervisor. The transportation supervisor will, as soon as possible, inform the superintendent of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the superintendent and transportation supervisor.

The superintendent or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

~~The school bus driver will be responsible for the school bus at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.~~

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

~~The school bus driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair their driving abilities.~~

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

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<sup>4</sup> ~~—~~“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

**Legal Reference(s):**

<a href="#">ORS 327.006</a>	<a href="#">ORS 815.080</a>	<a href="#">OAR 581-053-0040</a>
<a href="#">ORS 327.033</a>	<a href="#">ORS 820.100 - 820.190</a>	<a href="#">OAR 581-053-0053</a>
<a href="#">ORS 327.043</a>		<a href="#">OAR 581-053-0060</a>
<a href="#">ORS 332.405</a>	<a href="#">OAR 581-021-0050 - 0075</a>	<a href="#">OAR 581-053-0070</a>
<a href="#">ORS 332.415</a>	<a href="#">OAR 581-022-2345</a>	<a href="#">OAR 581-053-0210</a>
<a href="#">ORS 339.240 - 339.250</a>	<a href="#">OAR 581-023-0040</a>	<a href="#">OAR 581-053-0220</a>
<a href="#">ORS 343.155 - 343.246</a>	<a href="#">OAR 581-053-0002</a>	<a href="#">OAR 581-053-0230</a>
<a href="#">ORS 343.533</a>	<a href="#">OAR 581-053-0003</a>	<a href="#">OAR 581-053-0240</a>
<a href="#">ORS 811.210</a>	<a href="#">OAR 581-053-0004</a>	<a href="#">OAR 735-102-0010</a>
<a href="#">ORS 811.215</a>	<a href="#">OAR 581-053-0010</a>	
<a href="#">ORS 815.055</a>	<a href="#">OAR 581-053-0031</a>	Senate Bill 905 (2019)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2018).  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

# Alsea School District 7J

Code: EDC/KGF  
Adopted: 7/12/16  
Orig. Code: EDC/KGF

## Authorized Use of District Equipment and Materials

District materials and equipment will be used only for school purposes by district personnel on district properties.

Exceptions to this policy must be approved by the superintendent and authorized use shall be consistent with Oregon Revised Statute (ORS) Chapter 244.

In all cases of public use, equipment shall not be used for private financial gain. An equipment use form must be submitted and approved, and all conditions outlined on the attached district equipment list must be adhered to. There are no equipment use fees. In the event of excessive damage, a fee will be determined according to repair or replacement costs. Transportation of borrowed equipment will be the user's responsibility.

END OF POLICY

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### Legal Reference(s):

[ORS Chapter 244](#)

[ORS 332.107](#)

[OAR 584-020-0040](#)

OREGON GOVERNMENT ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2008).

# Alsea School District 7J

Code: ECACB  
Adopted: 5/13/21  
Orig. Code(s): ECACB

## Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee, volunteer, or representative of the district operating an unmanned aircraft system (UAS) shall do so in accordance with this policy, ~~and~~ all applicable Federal Aviation Administration (FAA) and Oregon Department of Aviation (ODA) regulations and local laws. :-

~~An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.~~

A small unmanned aircraft, as defined by law, may be operated by the district. A small unmanned aircraft must weigh less than 55 pounds, including the weight of anything attached to or carried by the aircraft and must be registered through the FAA and ODA. The district will register as a user of such with ODA.

Publicly supported kindergarten through grade 12 school programs and publicly-supported entities that support K-12 schools or after school K-12 programs are exempt from the requirement to pay the ODA registration fee.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics and airplane design and construction, ~~which~~ and can also serve as an academic tool in other areas such as television, film production or the arts in general.

~~Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may provide limited assistance to a student operating a UAS, provided the student maintains operational control of the model aircraft such that the staff member’s manipulation of the model aircraft’s controls is incidental and secondary to the student’s. The staff member’s de minimis participation must be limited to the student’s operation of the UAS as part of the course.~~

Prior to operating a UAS, the district will review all airspace, certification, registration, and other requirements. When operating in the National Airspace System (NAS), the supervisor (instructor/teacher) of the educational UAS shall hold a current pilot certification described in 14 C.F.R. Part 107 or have a Certificate of Authorization as described in 49 U.S.C. § 44801, so any student(s) can fly under their direct supervision, and to be in compliance with current FAA<sup>1</sup> regulations. District staff will not operate more than one UAS at the same time.

District employees shall work with administrators to ensure that proper insurance, registration as required by ~~with both~~ FAA and ODA, reporting to ~~FAA, ODA~~ and authorization from district administration are in place prior to use as a part of the district’s ~~adoption of~~ curriculum ~~that allows operation of a UAS~~.

<sup>1</sup> [https://www.faa.gov/uas/educational\\_users/](https://www.faa.gov/uas/educational_users/)

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)<sup>2</sup> at OSAA -sanctioned events.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures for the implementation of this policy.

The district shall post a copy of this policy, associated procedures and a copy of Oregon Revised Statute (ORS) 192.501 on the district's website.

The district will report accidents involving a UAS to FAA no later than 10 calendar days after the accident when it involves:

1. Serious injury to any person or any loss of consciousness; or
2. Damage to any property, other than the small UAS, unless the cost of repair (including materials and labor) does not exceed \$500, or the fair market value of the property does not exceed \$500 in the event of total loss.

### Third Party Use

Third party use of a UAS on district property or at district-sponsored events or activities on district property for any purpose is prohibited, unless granted permission from the superintendent or designee.

If permission is granted by the superintendent or designee, the third party operating a UAS will comply with all FAA and ODA registration and use regulations and shall provide the following to the district:

3. Proof of insurance that meets the liability limits established by the district;
4. Proof of UAS ~~Appropriate~~ registration and authorization (including a certificate identified in 14 C.F.R. Part 107 or a Certificate of Authorization described in 49 U.S.C. § 44801) issued by ~~the~~ FAA, and proof of user registration with ODA when required<sup>3</sup>; and
5. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.

END OF POLICY

<sup>2</sup> <http://www.osaa.org/governance/handbooks/osaa #87>

<sup>3</sup> A public body, as defined in ORS 174.109, operating an unmanned aircraft system must register as a user with ODA. (ORS 837.360)

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**Legal Reference(s):**

[ORS 164.885](#)  
[ORS 174.109](#)  
[ORS 192.345](#)

[ORS 837.300 - 837.390](#)  
[ORS 837.995](#)

[OAR 738-080-0015 - 080-0045](#)  
Senate Bill 581 (2019)

Federal Aviation Administration Reauthorization Act of 2018, 49 U.S.C. §§ 44801-44810 (2012).  
Small Unmanned Aircraft Systems, 14 C.F.R. Part 107 (2018).  
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).  
OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK.

# Alsea School District 7J

Code: ECAB  
Adopted: 11/18/15  
Orig. Code: ECAB

## Vandalism/Malicious Mischief

Students and patrons ~~citizens~~ are urged to cooperate in reporting any incidents of vandalism, ~~malicious mischief or theft~~ and the name or names of the person or persons believed to be responsible.

Each district employee will report to the superintendent or other person in authority incidents of vandalism, ~~malicious mischief or theft~~ and the name of the person or persons responsible, if known.

The superintendent will submit a report of any incidents of to the Board regarding major vandalism, ~~malicious mischief, theft~~ or damage to district property.

The district may offer a reward to an individual(s) who provides information that results in the apprehension of a person(s) guilty of vandalism, ~~malicious mischief, theft~~ or other criminal acts against the district. The amount of reward shall be determined by the superintendent on a case ~~by~~ case basis within any guidelines set by the Board.

The superintendent is authorized to sign a criminal complaint and to press charges against those committing acts of vandalism or ~~malicious mischief~~ against district property or ~~Because incidents of willful or malicious abuse, destruction, defacing and theft of district property. It are clearly contrary to the best interests of the district and injurious to the rights and welfare of the entire community, it~~ is the policy of the Board to seek all legal remedies against persons found to have committed such acts. Full restitution for the damage will be sought from such persons, or, in the case of minors, from their parents. Until such fees or restitutions are paid, certain restrictions and/or penalties may be imposed. Records requested by another district to determine a student's appropriate placement may not be withheld.

A student ~~Students~~ who willfully destroys ~~destroy~~ district property through vandalism, ~~malicious mischief, theft~~ or arson, who commits ~~commit~~ larceny or who creates ~~create~~ a hazard to the safety of other people on district property will be disciplined in accordance with state law and the Board's policies ~~policy~~ on student suspensions and expulsions<sup>1</sup> and referred to law enforcement ~~authorities~~.

Any staff member who fails to report such an act, or willfully destroys district property through vandalism, malicious mischief, theft or arson, who commits larceny or who creates a hazard to the safety of other people on district property will be disciplined, up to and including dismissal and referred to law enforcement.

The district is not liable or responsible for personal property brought onto district property.

END OF POLICY

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<sup>1</sup> Use of suspension or expulsion as discipline for a student in violation of this policy is limited to criteria found in Oregon Revised Statute (ORS) 339.250.

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**Legal Reference(s):**

[ORS 30.765](#)  
[ORS 164.345](#)  
[ORS 164.365](#)

[ORS 326.575](#)  
[ORS 332.107](#)  
[ORS 339.240](#)

[ORS 339.250](#)  
[ORS 339.270](#)  
[ORS 419C.680](#)

# Alsea School District 7J

Code: **EEAB**  
Adopted: 11/18/15  
Orig. Code(s): EEAB

## School Bus Scheduling and Routing

OSBA has removed this policy from its samples

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 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

END OF POLICY

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### Legal Reference(s):

[ORS 332.405](#)

[OAR 581-023-0040](#)  
[OAR 581-053-0004](#)

[OAR 581-053-0031](#)

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# Alsea School District 7J

Code: EEAB-AR  
Adopted: 11/18/15  
Orig. Code: EEAB-AR



## School Bus Scheduling and Routing

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

1. Student safety shall always be the major part of any route decision.
2. Bus routing will be the responsibility of the transportation supervisor, or delegated representative, with the administrator's help as required.
3. Anyone requesting a route change must be referred to the transportation supervisor or representative responsible.
4. Route conditions will be reviewed routinely for possible upgrading of service.
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 shall traverse only those roads which are city, county, state or federal roads at the school district's 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 mile to a bus stop once the student is on city, county, state or federal roads. Elementary students may be expected to walk up to one-half mile to a bus stop.
9. A seat space shall be provided for each student. Students must not stand.
10. Students may be transferred directly from one bus to another while being transported to and from school as long as no safety hazard is involved.
11. Where feasible, bus stops will be designated and students will be expected to gather at the assigned stop.
12. Transportation of students for non-school group activities during regular school to home routes shall, in order to ensure adequate space, obtain prior approval from the transportation supervisor.
13. Staff members and patrons may, with written administrative approval, use transportation routes if load conditions permit. A liability release must be signed prior to authorization.

# Alsea School District 7J

Code: EEAC  
Adopted: 11/18/15  
Orig. Code: EEAB

## School Bus Safety Program

The director of transportation will ensure instruction for all students in school bus safety and emergency evacuation procedures is provided. Drivers shall assist in the instruction.

Students who are regularly transported by the district shall receive the following instruction within the first six weeks of each half of each the school year:

1. Safe school bus riding procedures, including but not limited to loading, unloading and, crossing-ete;
2. Use of emergency exits; and
3. Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.

Students who are not regularly transported by the district will be given the following instruction at least once in the first half of each school year:

1. Safe school bus riding procedures, including but not limited to loading, unloading and crossing; and
2. Use of emergency exits.

The district will document and maintain records of the content and dates of instruction.

Buses will not exceed vehicle design capacity for seating at any time unless an unforeseen or unusual circumstance arises. Passengers will be provided a seat that fully supports them. A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until they are four feet nine inches tall or age eight and the adult belt properly fits.<sup>1</sup> A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215, vehicles used for student transportation in excess of 10,000 pounds are exempt from this requirement unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

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<sup>1</sup> ““Proper fit”” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

During adverse weather conditions, the superintendent may alter bus schedules or temporarily suspend bus services. The superintendent or ~~his/her~~ designee will advise local radio stations and other media of any changes in bus schedules or services.

In the case of emergency or disaster, evacuation of students will be carried out according to the district's emergency plan.

An accident review board will study accidents involving district buses and will make recommendations to avoid similar accidents.

END OF POLICY

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**Legal Reference(s):**

[ORS 811.210](#)  
[ORS 811.215](#)  
[ORS 815.055](#)  
[ORS 815.080](#)  
[ORS 820.100](#) to -820.190

[OAR 437-002](#)-0220 to -0227  
[OAR 581-022](#)-2225  
[OAR 581-053](#)-0002  
[OAR 581-053](#)-0003

[OAR 581-053](#)-0004  
[OAR 581-053](#)-0010  
[OAR 581-053](#)-0021  
[OAR 581-053](#)-0031  
[OAR 581-053](#)-0210  
[OAR 581-053](#)-0240  
[OAR 581-053](#)-0310  
[OAR 581-053](#)-0320  
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[OAR 581-053](#)-0445  
[OAR 581-053](#)-0510  
[OAR 581-053](#)-0520  
[OAR 581-053](#)-0530  
[OAR 735-102](#)-0010

# Alsea School District 7J

Code: EEACC  
Adopted: 11/18/15  
Orig. Code(s): EEACC

## Student Conduct on School Buses

The following regulations will govern student conduct on school buses and Type 10 School Activity Vehicles if used for transporting students from home to school, school to home and to and from district-sponsored activities and will be posted in a conspicuous place in all buses:

1. Students being transported are under authority of the bus driver;
2. Fighting, wrestling or boisterous activity is prohibited on the bus;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening;
5. Students will not bring firearms, weapons or other potentially hazardous material on the bus;
6. Students will not bring animals, except approved service assistance guide animals, on the bus;
7. Students will remain seated while the bus is in motion;
8. Students may be assigned seats by the bus driver;
9. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;
10. Students will not extend their hands, arms or heads through the bus windows;
11. Students will have written permission to leave the bus other than for home or school;
12. Students will converse in normal tones; loud or vulgar language is prohibited;
13. Students will not open or close windows without permission of the driver;
14. Students will keep the bus clean and must refrain from damaging it;
15. Students will be courteous to the driver, fellow students and passersby;
16. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

The superintendent will establish other administrative regulations as necessary for the safe conduct of students riding district school buses or other forms of district transportation and for disciplinary procedures. Such regulations will be available to all parents and students and posted in each school bus or other district vehicle.

Students who violate bus rules of conduct may be denied the use of district transportation.

END OF POLICY

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**Legal Reference(s):**

[ORS 339.240](#)  
[ORS 339.250](#)  
[ORS 820.100 to -820.190](#)

[OAR 581-021-0050 to -0075](#)  
[OAR 581-023-0040](#)  
[OAR 581-053-0002](#)  
[OAR 581-053-0003](#)

[OAR 581-053-0004](#)  
[OAR 581-053-0010](#)  
[OAR 581-053-0210](#)

Letter Opinion, Office of the OR Attorney General (Nov. 22, 1988).

# Alsea School District 7J

Code: **EEAD**  
Adopted: 11/18/15  
Orig. Code(s): EEAD

## Special Use of School Buses

Although the primary purpose of school buses is to transport district students, the district may also provide transportation services to non-school groups, nonpublic organizations, staff or patrons for field trips, school-related or non-school-related activities with prior written approval by the superintendent and transportation supervisor. The district may contract with other public or nonpublic entities to provide transportation services to persons other than district students.

Individuals or groups requesting to use district transportation will complete a form and submit it to the district office. Before final approval, special use of district transportation will also require a signed liability release prior to district authorization.

Approval or denial will be based on capacity, routes, local conditions, adequate supervision, scheduling or other factors deemed appropriate by the superintendent and transportation supervisor.

To help the district ensure the safe operation of district transportation, passengers will be notified of conduct requirements and rules of conduct will be posted in a conspicuous place on the school bus. A passenger may be denied future use of district transportation for violating a rule of conduct.

END OF POLICY

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### Legal Reference(s):

[ORS 332.405 to -332.427](#)  
[ORS 801.460](#)  
[ORS 811.215](#)

[OAR 581-023-0040](#)  
[OAR 581-053-0002](#)  
[OAR 581-053-0004](#)

[OAR 581-053-0031](#)  
[OAR 581-053-0210](#)  
[OAR 581-053-0230](#)

# Alsea School District 7J

Code: EEAE  
Adopted: 11/18/15  
Orig. Code: EEAE

## Student Transportation in Private Vehicle

Transportation of students will be by the district's transportation system or by a district employee's vehicle, properly insured, except as provided as follows.

Parents, employees and other designated adults may be permitted to use private vehicles to transport students other than their own ~~children~~ on field trips or other school activities if the following conditions have been met prior to the activity:

1. The district administrator has approved the activity;
2. A permission slip signed by ~~the~~~~each~~ student's parent(s) has been received by the principal or ~~his/her~~ designee, granting permission for the student to participate in the field trip/activity and to ride in a privately-owned vehicle;
3. The parent, employee or other adult driving the ~~vehicle~~~~automobile~~ is properly licensed to drive and has ~~the~~ provided proof of insurance. Such insurance shall meet or exceed minimum requirements as established by ~~required in~~ the ~~state~~State of Oregon and as set by the district;
4. The vehicle contains an adequate number of seat restraints, including when applicable, a child safety system for a child who weighs less than 40 pounds, regardless of age, and the adult driver requires their use. The child safety system must elevate the person so that a safety belt or safety harness properly fits the individual and meets the minimum standards and specifications of law. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until ~~the person is~~ four feet nine inches tall or age eight and the adult belt properly fits<sup>1</sup>. A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under Oregon Revised Statute (ORS) 815.055. Training in the proper installation and use of child safety system may be required.

The district will develop procedures to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 801.455](#)  
[ORS 811.210](#)  
[ORS 815.055](#)  
[ORS 815.080](#)

[OAR 735-102-0010](#)

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<sup>1</sup> "Proper fit" means the lap belt of the safety belt or ~~safety~~ harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.



# Alsea School District 7J

Code: EEAE-AR  
Revised/Reviewed: 11/18/15  
Orig. Code(s): EEAE-AR

## Proof of Vehicle Liability Insurance (For Volunteers)

Dear \_\_\_\_\_,

You have agreed to transport students of the district to a field-trip function or for some other school-approved purpose. Please be aware that in the event of an accident, your insurance will provide primary coverage. In order to serve as a volunteer driver, you will be required to provide proof of vehicle liability insurance. Your insurance must meet or exceed minimum requirements as established by the state of Oregon and as set by the district.

Please COMPLETE the following information, providing information requested. SIGN where indicated and RETURN to the school office four working days PRIOR TO THE DATE OF THE EVENT.

Insurance Company Name: \_\_\_\_\_ Expiration Date: \_\_\_\_\_  
(not agent's name)

Policy Number: \_\_\_\_\_

Policy Limits: \_\_\_\_\_

Current minimum limits are: \$55,000 per person and \$100,000 per accident for bodily injury;  
\$20,000 per accident for property damage; \$50,000 per person and  
\$100,000 per accident for uninsured motorist coverage; and  
\$30,000 per accident for personal injury protection.

Date of Birth: \_\_\_\_\_ Oregon Driver License No.: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Volunteer Name (as it appears on your driver license): \_\_\_\_\_

Address: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_

Return form to fiscal officer. If you do not have required coverage, you will not be allowed to transport students. (Insurance companies may increase coverage for specific dates.)

# Alsea School District 7J

Code: EEBB  
Adopted: 11/18/15  
Orig. Code: EEBB

## Use of Private Vehicles for District Business

The Board discourages the use of private vehicles for ~~district~~~~school~~ business, including the transportation of students. ~~Staff~~~~District staff~~ will use district-owned vehicles whenever possible and should schedule activities and transportation far enough in advance to avoid any nonemergency use of private vehicles.

The superintendent will develop ~~regulations~~~~procedure~~ for staff use of private vehicles that will safeguard the district, its employees and students in matters of safety, insurance and liability. The Board will review such regulations at least annually.

No staff member will use a private vehicle for district business, including the transportation of students, without approval in accordance with established district procedures. Authorization to use a private vehicle must be obtained before actual use of the vehicle. Staff members who are authorized to use a private vehicle on district business will be reimbursed in an amount established by the Board.

At least two staff members must accompany a student being transported in a private vehicle.

A student will ~~not~~ be allowed to perform ~~district~~~~school~~ business with ~~his/her~~ their own ~~vehicle~~~~automobile~~ or a staff member's ~~vehicle~~. ~~automobile~~. ~~Any student so authorized must obtain prior written approval from the superintendent or designee.~~

END OF POLICY

### Legal Reference(s):

[ORS 30.260 to -30.265](#)  
[ORS 332.107](#)  
[ORS 801.455](#)

[ORS 811.210](#)  
[ORS 815.055](#)  
[ORS 815.080](#)

[OAR 735-102-0010](#)

# Alsea School District 7J

Code: EFA  
Adopted: 6/13/17  
Orig. Code(s): EFA

## Local Wellness Program

(Version 1)

See updated version

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

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

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The superintendent or designee will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

### WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

#### Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the superintendent as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

### **Record Keeping**

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

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

### **Annual Notification of Policy**

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

### **Triennial Progress Assessments**

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

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

The district will actively notify households/families of the availability of the triennial progress report.

### **Revisions and Updating the Policy**

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are

issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

### **Community Involvement, Outreach and Communications**

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

### **NUTRITION PROMOTION AND NUTRITION EDUCATION**

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

#### **School Meals**

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP). The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab ‘n’ Go Breakfast.

#### **Staff Qualifications and Professional Development**

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

#### **Water**

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

#### **Competitive Foods and Beverages**

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the

Oregon Smart Snacks Standards<sup>1</sup>. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### **Celebrations and Rewards**

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

### **Fund Raising**

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

### **Food and Beverage Marketing in Schools**

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. “Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

## **PHYSICAL ACTIVITY AND PHYSICAL EDUCATION**

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

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements<sup>2</sup> in order to meet the ODE’s physical education content standards and state law<sup>3</sup>.

At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities.<sup>4]</sup>

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<sup>1</sup> [Oregon Department of Education, Oregon Smart Snacks Standards](#)

<sup>2</sup> ~~The physical education minute requirements, revised in Senate Bill 4 (2017), now have a two-year delay on implementation for elementary schools, and a four-year delay on implementation for middle schools.~~

<sup>3</sup> ~~Ibid. p. 4~~

<sup>4</sup> ~~This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.~~

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.<sup>5</sup>

### **Other Activities that Promote Student Wellness**

The district will integrate wellness activities throughout the entire school environment, not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 327.531](#)  
[ORS 327.537](#)  
[ORS 329.496](#)  
[ORS 332.107](#)  
[ORS 336.423](#)

[OAR 581-051-0100](#)  
[OAR 581-051-0305](#)  
[OAR 581-051-0306](#)  
[OAR 581-051-0310](#)  
[OAR 581-051-0400](#)

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<sup>5</sup> *Ibid.*, p. 5

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

# Alsea School District 7J

Code: EFA  
Adopted:

## Local Wellness

(Version 2)

*Sean will review Have food services review this to address brackets*

*{Title 7 C.F.R. 210.31(a) requires local education agencies to “establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast Program...”. The law describes the policy as “a written plan that includes” various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district’s plan. Previously these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the model policy, therefore OSBA recommends deleting the AR if the district previously included it in the board’s policy manual. Districts should consult with stakeholders in the process of adoption and incorporate language that meets the unique needs of the district.}*

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

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

[The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy.]

### POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

#### Implementation

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

Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;

4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and
5. Establishing specific goals for nutrition promotion and education, physical activity[, physical education] and other school-based activities that promote student wellness.

The Board designates the [superintendent] [principal(s)] to be responsible for ensuring each school meets the goals outlined and complies with this policy.

### **[Record Keeping**

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

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

### **Notification of Policy**

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

### **Triennial Progress Assessments**

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

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

2. The extent to which the district’s policy compares to model local school wellness policy<sup>{1}</sup>; and
3. A description of the progress made in attaining the goals of the district’s policy.

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

### **Community Involvement, Outreach and Communications (Review of, and Updating Policy)<sup>{2}</sup>**

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities [in community news, on the district’s website, on school websites, and/or in district or school communications]. The district will ensure that communications are culturally and linguistically appropriate to the community.

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

### **[Wellness Advisory Committee<sup>{3}</sup>**

The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.

The district will publicize information about the wellness advisory committee [in community news, in communications to parents, and/or on websites operated by the district] to communicate to parents, students and the community at large to explain the committee’s purpose, process and an invitation to volunteer.

1. The wellness advisory committee membership will include, to the extent possible, but not be limited to:
  - a. Parents, caregivers and students;
  - b. Representatives of the school nutrition program (e.g., school nutrition director);
  - c. Physical education and/or health education teachers;
  - d. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);
  - e. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);
  - f. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);

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<sup>1</sup> {Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

<sup>2</sup> {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#).}

<sup>3</sup> {A Wellness Advisory Committee is not required. If the district chooses to have a committee, the district should amend the language here to establish the membership and responsibilities of the committee. [School Wellness Committee Toolkit](#) published by the Alliance for a Healthier Generation}

- g. Board members;
  - h. Supplemental Nutrition Assistance Program (SNAP) education coordinators;
  - i. Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and
  - j. Members of the general public.
2. The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.
  3. The wellness advisory committee will meet [four] times per year to review of the local wellness policy.
  4. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school’s compliance with the policy.

The district will create building-level committees to establish school-specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.]

### **NUTRITION PROMOTION AND NUTRITION EDUCATION**

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

[Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students’ eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.]

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

1. {<sup>4</sup>} [Students and staff will receive consistent nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student’s school years as part of the district’s age-appropriate, comprehensive nutrition program[ (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating)], and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;

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<sup>4</sup> {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and [reusable] water bottles with their student to school;
6. Families and community organizations are involved, to the extent practicable, in nutrition education;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
8. Materials on how to assess one’s personal eating habits, set goals for improvement and achieve those goals.]

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

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

1. {<sup>5</sup>} [Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;
3. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Physical activity is a planned part of all school-community events.]

### **School Meals**

[Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE)[.] [which may include the NSLP[,] [and] [the SBP,] [Fresh Fruit & Vegetable Program (FFVP),] [After School Snack Program (ASSP),] [Special Milk Program (SMP),] [Summer Food Service Program (SFSP),] [Supper programs] [or others].] [The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab ‘n’ Go Breakfast.]

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

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<sup>5</sup> {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

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

### **[Water**

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

### **Competitive Foods and Beverages**

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Smart Snacks Standards<sup>6</sup>. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising.

### **Celebrations and Rewards/Incentives**

All foods and beverages offered on the school campus [will meet or exceed] [are encouraged to meet] the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. [Food will not be used as a reward or incentive.] [This information will be conveyed to staff and parents.]

### **[Fund Raising**

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the [principal] for approval before starting.]

### **Food and Beverage Marketing in Schools**

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

[The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.]

## **PHYSICAL ACTIVITY AND PHYSICAL EDUCATION**

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

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<sup>6</sup> Oregon Department of Education, [Oregon Smart Snacks Standards](#)

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

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

1. {<sup>7</sup>}Physical education will be a course of study that focuses on students’ physical literacy and development of motor skills;
2. Staff encourages and provides support for parental involvement in their children’s physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. {<sup>8</sup>}Every public school student in [pre-]kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade [5] [6] shall participate for a least 150 minutes during each school week, and students in grades [6] [7] through 8 for at least 225 minutes per school week;
6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
8. {<sup>9</sup>}At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;
9. Physical activity is a planned part of all school-community events;
10. Materials promoting physical activity are sent home with students and published on the district website.]

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<sup>7</sup> {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

<sup>8</sup> {Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select “5” in the first bracket and “6” in the second bracket. If the district operates K-6 elementary schools, select “6” in the first bracket and “7” in the second bracket.}

<sup>9</sup> {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

[<sup>10</sup>] A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.]

### **Other Activities that Promote Student Wellness**

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

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

1. [Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. Nonfood-related fund raisers;
5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;
7. Monthly/Weekly school walks;
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
9. Use of alternates to food as rewards in the classroom;
10. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;

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<sup>10</sup> {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

13. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).]

### [<sup>{11}</sup>Employee Wellness<sup>{12}</sup>

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);

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<sup>11</sup> {This language is optional and is not required by state or federal law.}

<sup>12</sup> {CDC resources for [school employee wellness](#) and [workplace health promotion](#)}

2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).]

**[DEFINITIONS**

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing”<sup>[13]</sup> is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”<sup>14</sup> means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.]

**END OF POLICY**

**Legal Reference(s):**

<a href="#">ORS 327.531</a>	
<a href="#">ORS 327.537</a>	<a href="#">OAR 581-051-0100</a>
<a href="#">ORS 329.496</a>	<a href="#">OAR 581-051-0305</a>
<a href="#">ORS 332.107</a>	<a href="#">OAR 581-051-0306</a>
<a href="#">ORS 336.423</a>	<a href="#">OAR 581-051-0310</a>
	<a href="#">OAR 581-051-0400</a>

<sup>13</sup> [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

<sup>14</sup> Oregon Department of Education, [Oregon Smart Snacks Standards](#)

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

# Alsea School District 7J

Code: **EFA-AR**  
Adopted: 11/18/15  
Orig. Code(s): EFA-AR

## Local Wellness Program

*This was moved into the new policy*

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

### Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. "Dietary Guidelines for Americans" means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives and reduce chronic disease risks.
5. "Entree item" means an item that is either:
  - a. A combination food of meat or meat alternate and whole grain rich food; or
  - b. A combination food of vegetable or fruit and meat or meat alternate; or
  - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
  - d. Grains only when served in the SBP.
6. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
7. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
8. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
9. "Oregon Smart Snacks"<sup>1</sup> means the minimum nutrition standards for competitive foods and beverages.

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<sup>1</sup> Oregon Department of Education, [www.ode.state.or.us](http://www.ode.state.or.us)

a. Food items, including accompaniment foods, must:

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- (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or
  - (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
  - (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
  - (4) Have one of the food items above as a second ingredient if water is the first ingredient; or
  - (5) Contain 10 percent of the Daily Value of a nutrient of public health concern based on the most recent *Dietary Guidelines for Americans* (e.g., calcium, potassium, vitamin D or dietary fiber)<sup>2</sup>; and
  - (6) Meet all the competitive food nutrient standards:
    - (a) Calories:
      - (i) Snacks contain no more than:
        - 1) 150 calories as packaged or served for elementary level;
        - 2) 180 calories as packaged or served for middle school level;
        - 3) 200 calories as packaged or served for high school level.
      - (ii) Entrees contain no more than 350 calories as packaged or served.
    - (b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served. Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.
    - (c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served. Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.
    - (d) Transfat: contains 0 grams of trans fat per item as packaged or served.
    - (e) Sugar must be no more than 35 percent by weight. Exempt from the sugar standard are:
      - (i) Dried whole fruits or vegetables;
      - (ii) Dried whole fruit or vegetable pieces;
      - (iii) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
      - (iv) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).
    - (f) Sodium:

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<sup>2</sup> Effective for the period through June 30, 2016. Effective July 1, 2016, this criterion is obsolete and may not be used to qualify as a competitive food.

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- (i) Snacks contain no more than 230 mg sodium<sup>3</sup> per item as packaged or served.
- (ii) Entrees contain no more than 480 mg sodium per item as packaged or served.
- (g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
- (h) Exempt from all nutrients standards on any day are:

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- (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
- (ii) Fruit packed in 100 percent juice, extra light or light syrup.
- (iii) Canned vegetables that contain a small amount of sugar for processing purposes.
- (iv) Sugar-free chewing gum.
- (i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs are exempt from the nutrient standards for:
  - 1) Calories;
  - 2) Total fat;
  - 3) Saturated fat;
  - 4) Transfat;
  - 5) Sodium; and
  - 6) Sugar.

b. Beverages must be:

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- (1) For elementary level students:
  - (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
  - (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
  - (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
  - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
  - (e) Full strength fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
  - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
  - (g) Caffeine free, except for naturally occurring trace amounts.
- (2) For middle school level students:

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<sup>3</sup> On July 1, 2016, the sodium standard will reduce to 200 mg per item as packaged or served.

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- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
- (e) Full strength fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(3) For high school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
- (e) Full strength fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
- (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
- (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.

c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.

- 10. “School day” means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
- 11. “Snack” means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

## Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education shall focus on students’ eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local district health education standards. Nutrition education at all levels of the district’s curriculum shall include, but not be limited to, the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

In order to reinforce and support district nutrition education efforts, the principal is responsible for ensuring:

1. Nutrition instruction is closely coordinated with the school's nutrition and food services operation and other components of the school health program to reinforce messages on healthy eating and includes social learning techniques. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible;
2. Links with nutrition service providers (e.g., qualified public health and nutrition professionals) are established to: provide screening, referral and counseling for nutritional problems; inform families about supplemental nutritional services available in the community (e.g., SNAP, local food pantries, summer food services program, child and adult care food program), and implement nutrition education and promotion activities for school staff, Board members and parents;
3. In keeping with the district's nutrition program goals, all classroom reward or incentive programs involving food items are reviewed for approval to ensure that the foods served meet the requirements of the district's nutrition policy and regulation (i.e., all foods served fit in a healthy diet as recommended in the *Dietary Guidelines for Americans*, and contribute to the development of lifelong healthy eating habits for the district's students);
4. Child Nutrition Staff support nutrition education by marketing healthy meals and providing nutrition information to students and families.

### **Physical Education/Activity**

In order to insure students are afforded the opportunity to engage in physical activity in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of science, math, social studies and language arts;
2. Physical education will be a course of study that focuses on students' development of motor skills, movement forms and health related fitness;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge;
4. All physical education classes will be taught by highly qualified physical education instructors;

5. A daily recess period will be provided which will not be used as a punishment or a reward; and
6. Physical education instruction shall be a sequential, developmentally appropriate curriculum that is designed, implemented and evaluated to help students develop the knowledge, motor skills, self management skills, attitudes and confidence needed to adopt and maintain physical activity throughout their lives.

### **Nutrition Guidelines and Food Services Operation**

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP and SBP maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals or free milk in accordance with the National School Lunch Act;
4. The school's NSLP and SBP operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable federal government *Dietary Guidelines for Americans*. Schools contracting out the food service part of their NSLP and SBP shall form a nutrition advisory committee comprised of teachers, students and parents to assist in menu planning. A nutrition committee comprised of students, family members and school personnel will be encouraged to provide input in menu planning for districts operating their own food service component of the NSLP and SBP (i.e., food services purchasing, menu planning, food production and meal service). Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
7. Procedures are in place for providing to families, on request, information about the ingredients and nutritional value of the foods served;
8. Modified meals are prepared for students with special food needs:
  - a. The district will provide substitute foods to students with disabilities upon written parental permission and a medical statement by a physician that identifies the student's disability, states why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the food or foods to be omitted and the food or choice of foods that must be substituted.
  - b. Such food substitutions will be made for students without disabilities on a case-by-case basis when the parent submits a signed request that includes a medical statement signed by a physician, physician assistant, registered dietitian or nurse practitioner. The medical statement must state the medical condition or special dietary need that restricts the student's diet and

provide a list of food(s) that may be substituted in place of the lunch or breakfast menu being served.

9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
  - a. Tables and chairs are of the appropriate size for students;
  - b. Seating is not overcrowded;
  - c. Students have a relaxed environment;
  - d. Noise is not allowed to become excessive;
  - e. Rules for safe behavior are consistently enforced;
  - f. Tables and floors are cleaned between meal periods;
  - g. The physical structure of the eating area is in good repair;
  - h. Appropriate supervision is provided.
11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools.

### **Other School-Based Activities**

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

1. Sports;
2. Foodless fund raisers;
3. Assemblies which focus on wellness issues such as obesity and obesity-related diseases, healthy eating and the benefits of physical exercise;
4. The use of alternates to food as rewards in the classroom; and
5. Support groups for overweight students.

### **Competitive Food Sales**

In keeping with federal regulations, the district controls the sale of all competitive foods.

Accordingly, the district will select food items that meet the Oregon Smart Snacks nutrition standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

## **Other Foods Offered or Sold**

Foods and beverages sold or offered in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks standards unless otherwise exempt by state law.

Food and beverage items sold after the school day as part of an approved school fund-raising event are not required to meet minimum state requirements.

## **Staff Development**

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food services personnel receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, maintaining safe, orderly and pleasant eating environments and other topics directly relevant to the employee's job duties. The principal is responsible to ensure such training is made available including, but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals;
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

## **Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;

5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. School staff encourages and provides support for parental involvement in their children's physical education;
9. Materials promoting physical activity are sent home with students; and
10. Physical activity is a planned part of all school-community events.

### **Program Evaluation**

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities;
5. Teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Families and community organizations are involved, to the extent practicable, in nutrition education; and
8. One or more persons within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

# Alsea School District 7J

Code: EFAA  
Adopted: 6/13/17  
Orig. Code(s): EFAA

## District Nutrition and Food Services

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate the National School Lunch Program (NSLP) and the Commodity Food Distribution Program (CFDP) by signing a permanent Sponsor-ODE Agreement entitling the district to receive reimbursement for all meals that meet program requirements and to earn USDA Food entitlement based on the number of lunches served.

The permanent agreement shall be signed by the superintendent or other school official with authority to obligate the district to legally binding contracts, subject to annual ODE renewal and will include, at the district's option, an agreement to operate the School Breakfast Program (SBP), Summer Food Service Program (SFSP), the Child and Adult Care Food Program (CACFP) and the Special Milk Program (SMP). The district recognizes that meals and snacks served by the district will not be eligible for reimbursement until the annual program update is received and approved by ODE.

The permanent Sponsor-ODE Agreement shall include assurances by the district that it will follow all Child Nutrition Program regulations for which the district is approved to operate:

1. Free and reduced price process (updated annually);
2. Financial management of the nonprofit school food service;
3. Civil rights and confidentiality procedures;
4. Meal pattern and nutrition content of meals served;
5. Use and control of commodity foods;
6. Accuracy of reimbursement claims;
7. Food safety and sanitation inspections;
8. Nutrition standards for foods and beverages sold to students.

The superintendent will develop an administrative regulation as necessary to implement this policy and meet the requirements of state and federal law. The administrative regulation will be reviewed and adopted by the Board as required by law.

END OF POLICY

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### Legal Reference(s):

[ORS 327.520 to -327.537](#)

[ORS 336.423](#)

[OAR 581-022-2345](#)  
[OAR 581-051-0100](#)

[OAR 581-051-0305](#)  
[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2017).

U.S.D.A., ELIGIBILITY GUIDANCE FOR SCHOOL MEALS MANUAL.

U.S.D.A., FNS INSTRUCTION 765-7 REV. 2: HANDLING LOST, STOLEN AND MISUSED MEAL TICKETS.

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §§ 1758, 1760 (2012).

National School Lunch Program 7 C.F.R. Part 210 (2017)

U.S.D.A. Instruction 113-1 Civil Rights

Donation of Foods for Use in the United States, Its Territories and Possessions and Areas Under its Jurisdiction, 7 C.F.R. Part 250 (2017)

Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. 200 (2017).

# Alsea School District 7J

Code: EGACA  
Adopted: 11/18/15  
Orig. Code: EGACA

## Cell Phones

The Board recognizes that the use of cell phones may be appropriate to provide for the effective and efficient operation of the district, and to help ensure safety and security of district property, staff and others while on district property or engaged in district-sponsored activities. To this end, the Board authorizes the purchase and employee use of cell phones, as deemed appropriate by the superintendent.

District-owned cell phones shall be used for authorized district business purposes, consistent with the district's mission and goals. Personal use of such equipment is prohibited except in emergency situations. Employees do not have any expectations of privacy with district-owned cell phones or any information stored on them; the phone may be confiscated and searched at any time. Employee use of a district-owned cell phone shall not violate Oregon's ethics laws.

If an employee's cell phone purchase is reimbursed by the district, or the employee is provided a stipend to purchase a cell phone, all phone records, text messages, emails to and from the cell phone, and other communications made with the cell phone may be public records.

Employees shall not use cell phones, whether district-owned or personally-owned, for non-district-related business while attending to and/or performing their job responsibilities.

Use of cell phones in violation of Board policies, administrative regulations and/or state and federal laws~~law~~ will result in discipline up to and including dismissal and/or referral to Oregon Government Ethics Commission and law enforcement officials, as appropriate.

The superintendent is directed to develop administrative regulations for the implementation of this policy, including a uniform and controlled system for identifying employee cell phone~~phones~~ needs, monitoring use and reimbursement. Provisions may also be included for staff use of privately-owned cell phones for authorized district business.

END OF POLICY

### Legal Reference(s):

[ORS 244.010](#)

[ORS 244.020\(15\)](#)

[ORS 244.040\(1\)\(a\)](#)

[ORS 244.120](#)

[ORS 332.105](#)

[ORS 332.107](#)

Davidson v. Or. Gov't Ethics Comm'n, 300 Or. 415 (1985)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, ADVISORY OPINIONS 02S-020 (Aug. 2, 2002), 02A-1008 (July 12, 2002), 01A-1004 (June 1, 2001) and 98A-1003 (July 9, 1998).

# Alsea School District 7J

Code: EGAAA-AR  
Adopted: 11/18/15  
Orig. Code: EGAAA-AR

## Guidelines for the Use of Copyrighted Materials

The superintendent is responsible for the establishment of practices which will ensure compliance with the provisions of the U.S. Copyright law as they affect the district and its employees.

### General Responsibilities

1. The principal will be designated with the responsibility for disseminating and interpreting copyright regulations at the building level. ~~He/She~~They will provide employee training as needed, distribute and review district policy and administrative regulations with employees, control the approval process and maintain written records regarding permissions, response to requests and license agreements, as may be necessary.
2. The principal will ensure that budget recommendations include appropriate funds for the purchase of multiple copies of needed software.
3. The principal will ensure that appropriate warning notices are posted to educate and warn individuals using district equipment of the applicable provisions of the copyright law.

Warning notices will be posted as follows:

- a. On or near all copiers;
  - b. On all forms used to request copying services;
  - c. On all video recorders;
  - d. On all computers;
  - e. At the library or other places where inter-library loan orders for copies of materials are accepted.
4. The principal will ensure that building computers and computer labs are used only with proper supervision to help protect against unauthorized copying.
  5. The principal will annually inspect the library ~~or~~ media center and any video collections to ensure all copies are acquired and maintained in accordance with applicable provisions of the copyright law.
  6. All computer software license agreements must be signed by the business manager.
  7. The employee reproducing a copyrighted work will determine whether copying is permitted by law in accordance with district policy and administrative regulations.
  8. The employee will obtain written permission to reproduce material from the copyright holder(s) whenever copying does not fall within the “fair use” guidelines of copyright law. ~~Permission forms, as provided by the district, will be used.~~

9. The employee using emerging technology will be responsible to ensure that the intended use of the media does not conflict with copyright law. Such technology includes, but is not limited to, digital video, ~~videodisc~~, satellite transmission, distance learning, ~~CDs, online databases~~ ~~CD-ROM, on-line data bases~~ (and their down-loading), informational networks and other emerging electronic information which can be manipulated into new copyrightable forms of expression.
  - a. In the absence of clearly granted rights, the employee must contact the copyright holder in writing for permission to manipulate or use these technologies in alternative ways.
  - b. Any contract provided by the distributor of such technology must be submitted to the business manager for approval.

## Fair Use

### 1. Printed Materials

- a. Permissible uses – district employees may:
  - (1) Make a single copy of the following for use in teaching or in preparation to teach a class:
    - (a) A chapter from a book;
    - (b) An article from a periodical or newspaper;
    - (c) A short story, short essay or short poem, whether or not from a collective work;
    - (d) A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
  - (2) Make multiple copies for classroom use (not to exceed one copy per student in a course) from the following:
    - (a) A complete poem, if it has fewer than 250 words and does not exceed two printed pages in length;
    - (b) A complete article, story or essay of less than 2,500 words;
    - (c) Prose excerpts not to exceed 10 percent of whole or 1,000 words, whichever is less;
    - (d) One chart, graph, diagram, cartoon or picture per book or per issue of a periodical;
    - (e) An excerpt from a children’s book containing up to 10 percent of the words found in the text.
- b. All permitted copying must bear an appropriate reference. References should include the author, title, date and any other pertinent information.
- c. Prohibited uses – district employees may not:
  - (1) Copy more than one work or two excerpts from a single author during one class term;
  - (2) Copy more than three works from a collective work or periodical volume during one class term;
  - (3) Copy more than nine sets of multiple copies for distribution to students in one class term;
  - (4) Copy to create or replace or substitute for anthologies or collective works;
  - (5) Copy “consumable” works, such as workbooks, exercises, standardized tests and answer sheets;
  - (6) Copy the same work from term to term;

(7) Copy the same material for more than one particular course being offered (may not copy every time a particular course is offered) unless permission is obtained from the copyright owner.

d. All sound recordings, ~~including phonograph records, audiotapes, compact discs and laser discs,~~ will be treated under the same provisions that guide the use of print materials unless as may otherwise be excepted by regulations governing the reproduction of works for libraries ~~or~~ media centers.

## 2. Sheet and Recorded Music

a. Permissible ~~U~~ses – district employees may:

- (1) Make emergency copies to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies will be substituted in due course;
- (2) Make, for academic purposes other than performance, multiple copies (one per student) of excerpts not constituting an entire performance unit such as a section, movement or aria, but in ~~any~~ ~~no~~ case no more than 10 percent of the whole work;
- (3) Make, for academic purposes other than performance, a single copy of an entire performable unit such as a section, movement or aria if confirmed by the copyright holder to be out of print or the “unit” is unavailable except in a larger work. The copy may be made solely for the purpose of scholarly research or in preparation to teach a class;
- (4) Edit or simplify printed copies which have been purchased provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist;
- (5) Copy complete works which are out of print or unavailable except in large works and used for teaching purposes;
- (6) Make a single copy of a recorded performance by students to be retained by the school or individual teacher for evaluation or rehearsal purposes;
- (7) Make a single copy of a sound recording, ~~such as a tape, disc or cassette,~~ of copyrighted music owned by the school or an individual teacher for constructing aural exercises or examinations and retained for the same purposes.

b. Prohibited uses ~~—~~ district employees may not:

- (1) Copy to create or replace or substitute for anthologies, compilations or collective works;
- (2) Copy works intended to be “consumable,”<sup>”</sup> such as workbooks, exercises, standardized tests and answer sheets;
- (3) Copy for the purpose of performance, except as noted above (a. ~~(+1)~~) in emergencies;
- (4) Copy to substitute for purchase of music except as noted above (a. ~~(+1)~~, (2) and (3));
- (5) Copy without inclusion of the copyright notice on the copy.

## 3. Television-Off-the-Air ~~Recording~~ ~~Taping~~

a. Permissible uses ~~—~~ district employees may:

- (1) Record a broadcast program off-air simultaneously with the broadcast transmission, including simultaneous cable or satellite retransmission, and retain the recording for a period not to exceed the first 45 consecutive calendar days after the date of the recording.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy will be subject to all provisions governing the original recording.

Unless authorized by the library or /media center supervisor, at the conclusion of the retention period, all off-air recordings shall be erased or destroyed immediately.

~~The library or media center~~ ~~Individuals who wish to retain programs beyond the 45-day period need to complete and return the preview portion of the “Request for Off-Air Video Taping” form to the library/media supervisor for each program videotaped. The library/media~~ supervisor will coordinate requests for permission to use or retain copyrighted television programs beyond the 45-day<sup>1</sup> retention period.

- (2) Retain ~~recordings~~ ~~videotapes~~ of commercial programs only with written approval of appropriate copyright holders;
- (3) Use off-air recordings once for each class in the course of relevant teaching activities and repeat once only when instructional reinforcement is necessary and only within the first ~~10~~<sup>ten</sup> consecutive school days of the 45-~~consecutive calendar~~ day retention period;
- (4) Use off-air recordings for evaluation purposes only, after the first ~~10~~<sup>ten</sup> consecutive school days up to the end of the 45-~~consecutive calendar~~ day retention period. Evaluation purposes may include use to determine whether or not to include the broadcast program in the teaching curriculum;
- (5) Use off-air recordings made from a satellite dish if they conform to the 45-~~consecutive calendar~~-day retention period established for broadcast or cable programming and are not subscription channels;
- (6) Use copies of off-air recordings, as stipulated in these guidelines, only if the copies include the copyright notice on the broadcast program;
- (7) Request that a library or /media center record and retain for research purposes commercial television news programs from local, regional or national networks; interviews concerning current events; and on-the-spot coverage of news events. Documentary, magazine-format and public affairs broadcasts, ~~however~~, are not included in the definition of daily newscasts of major events of the day.

Requests for retention of programs recorded off-air will be directed to the producers of those programs directly through the network (not affiliate).

b. Prohibited ~~U~~<sup>U</sup>ses – district employees may not:

- (1) Record off-air programs in anticipation of an educator’s requests;
- (2) Request that a broadcast program be recorded off-air more than once for the same educator, regardless of the number of times the program may be broadcast;
- (3) Use the recording for instruction after 45-~~consecutive calendar~~ days;
- ~~(4)~~ Hold the recording for weeks or indefinitely because:

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<sup>1</sup> Means 45 consecutive calendar days.

(a)(4) Units needing the program concepts are not taught within the 45-day use period;

~~(b)(a)~~ An interruption or technical problems delayed its use; or

~~(e)(b)~~ Another teacher wishes to use it, or any other supposedly “legitimate” educational reason.

- (5) Record programs off-air without written permission from the author/producer/distributor when a special notice is provided specifically prohibiting reproduction of any kind;
- (6) Alter off-air programs from their original content. Broadcast recordings may not be physically or electronically combined or merged to constitute teaching anthologies or derivative works. ~~Off-air recordings, however, need not be used in their entirety.~~

Off-air recordings, however, need not be used in their entirety.

- (7) Exchange program(s) with ~~other~~ schools in the district or other school districts without the approval of the library or /media center supervisor. Programs will be used for the specific curriculum application for which the request was intended. No other curriculum application is authorized.;
- (8) Use the recording for public or commercial viewing;
- (9) Copy or use subscription programs transmitted via subscription television cable services, such as HBO or Showtime. Such programs are licensed for private home use only and cannot be used in public schools. ~~“Pay” programs received via satellite dish are also subject to these prohibitions.~~

“Pay” programs received via satellite dish are also subject to these prohibitions.

#### 4. Rental, Purchase and Use of Video Recordings/CDs/DVDs

a. Permissible uses — district employees may:

- (1) Use purchased or rented video recordings/CDs/DVDs such as feature films as part of a systematic course of instruction, in accordance with district policy. Such use shall be for direct instruction and must take place in a classroom or similar area devoted to instruction;
- (2) Use only rented lawfully-made video recordings/CDs/DVDs;
- (3) Arrange for the local school to transmit ~~videotapes~~ video recordings/CDs/DVDs over their closed circuit television systems for direct instruction;
- (4) Use off-air video recordings made at home for classroom instruction and only in accordance with television-off-air guidelines and district policy.

b. Prohibited uses — district employees may not:

- (1) Use rented or purchased ~~video~~ recordings/CDs/DVDs where a written contract specifically prohibits such use in the classroom or direct teaching situation;
- (2) Use rented or purchased video recordings/CDs/DVDs such as feature films for assemblies, fund raising, entertainment or other applications outside the scope of direct instruction without public performance rights.

#### 5. Computer Software

a. Permissible uses  district employees may:

- (1) Make a copy of an original computer program for the purpose of maintaining the availability of the program should it be damaged during use. Either the copy or the original may be retained in archives. Only one, either the original or the copy, may be used at any one time;
- (2) Make a copy of a program as an essential step in using the computer program as long as it is used in conjunction with the machine and in no other manner;
- (3) Make a new copy from the archival program in the event that the program in use is damaged or destroyed;
- (4) Use a purchased program sent from a manufacturer labeled “archival” simultaneously with the original copy of the program provided its use is permitted (not excluded) by the terms of the sales agreement;
- (5) Make an archival copy of a rightfully-owned disk that is labeled “archival” by the software manufacturer;
- (6) Load a software program from a single disk into a distribution network or to individual stand-alone computers for simultaneous use when the distribution network is only accessible to the owner-user if not otherwise prohibited by terms of a sales agreement;
- (7) Adapt a copyrighted program from one language to another for which it is not commercially available or add features to a program to better meet local needs.

b. Prohibited uses  district employees may not:

- (1) Load the contents of one disk or download a program or software into multiple computers at the same time in the absence of a license permitting the user to do so;
- (2) Load the contents of one disk or download a program or software into local network or disk-sharing systems in the absence of a license permitting the user to do so;
- (3) Make or use illegal copies of copyrighted programs on district equipment;
- (4) Allow any student to surreptitiously or illegally duplicate computer software or access any data base or electronic bulletin board;
- (5) Make copies of software provided by a software publisher for preview or approval;
- (6) Make multiple copies of copyrighted software (or a locally produced adaptation or modification) even for use within the school or district;
- (7) Make replacement copies from an archival or back-up copy;
- (8) Make copies of copyrighted software (or a locally-produced adaptation or modification) to be sold, leased, loaned, transmitted or even given away to other users;
- (9) Make multiple copies of the printed documentation that accompanies copyrighted software.

c. With permission from the copyright holder, prohibitions may be significantly modified or removed altogether.

6. Reproduction of Works for Libraries  or  Media Centers

a. Permissible uses  district employees may:

- (1) Arrange for interlibrary loans of photocopies of works requested by users, provided that copying is not done to substitute for a subscription to or purchase of a work;

- (2) Make for a requesting entity, within any calendar year, five copies of any article or articles published in a given periodical within the last five years prior to the date of the request for the material;
- (3) Make single copies of articles or sound recordings or excerpts of longer works for a student making a request, provided the material becomes the property of the student for private study, scholarship or research;
- (4) Make a copy of an unpublished work for purposes of preservation, of a published work to replace a damaged copy of an out-of-print work that cannot be obtained at a fair price;
- (5) Make off-the-air recordings of daily television news broadcasts for limited distribution to researchers and scholars for research purposes;
- (6) Make one copy of a musical work, pictorial, graphic, sculptural work, motion picture or other audiovisual work if the current copy owned by the library [or /media center] is damaged, deteriorated, lost or stolen; and it has been determined that an unused copy cannot be obtained at a fair price.

b. Prohibited uses — district employees may not:

- (1) Make copies for students if there is reason to suspect that the students have been instructed to obtain copies individually;
- (2) Copy without including a notice of copyright on the reproduced material.

7. Performances

a. Permissible uses — district employees must:

- (1) Contact the copyright holder in writing for permission whenever copyrighted works such as plays and musical numbers are to be performed.

This is particularly important if admission is to be charged or recordings of the performance are to be sold.

## NOTICES

Text of warning notice to be posted on or near copiers. It is recommended that type be at least 18 points in size:

NOTICE:

THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17 U.S. CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

Text of warning notice to be displayed at places where orders for copies of materials are accepted by libraries/media centers or archives. Type must be at least 18 points in size; the notice printed on heavy paper or other durable material and displayed prominently within the immediate vicinity of the place where orders are accepted.

The warning is also required on any form that is used to request copying service. There are no specific requirements for type size on request forms.

NOTICE WARNING CONCERNING COPYRIGHT RESTRICTIONS

THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17, UNITED STATES CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL.

UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIC CONDITIONS IS THAT THE PHOTOCOPY OR REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.

THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.

Text of warning notice to be affixed to video recorders and computers. (There is no specific requirement for type size.):

NOTICE:

MANY VIDEO RECORDED/VIDEOTAPED MATERIALS AND COMPUTER PROGRAMS ARE PROTECTED BY COPYRIGHT (TITLE 17 U.S. CODE). UNAUTHORIZED COPYING MAY BE PROHIBITED BY LAW.

Text of warning notice to be affixed to package containing the copy of a computer program subject to loan. The notice must be printed in such a manner as to be clearly legible, prominently displayed and durably attached to the copies or to a box, reel, cartridge, cassette, disc, CD, DVD or other container used as a permanent receptacle for the copy of the computer program:

WARNING: THIS COMPUTER PROGRAM IS PROTECTED UNDER THE COPYRIGHT LAW. MAKING A COPY OF THIS PROGRAM WITHOUT PERMISSION OF THE COPYRIGHT OWNER IS PROHIBITED. ANYONE COPYING THIS PROGRAM WITHOUT PERMISSION OF THE COPYRIGHT OWNER MAY BE SUBJECT TO PAYMENT OF \$150,000 OR MORE IN DAMAGES AND, IN SOME CASES, IMPRISONMENT FOR ONE YEAR OR MORE.

REQUEST FOR OFF-AIR VIDEO TAPING

I, the undersigned, having requested the (District) to videotape the following program(s) within the parameters of the policy set forth by the Board, (Date), am aware of said policy, have reviewed district policy and administrative regulations and agree to accept responsibility for the use and erasure of this material to prevent any infringement of copyright law in lieu of expressed written approval of the copyright proprietor.

Title of Program to be Copied: \_\_\_\_\_

Date of Program: \_\_\_\_\_ Date Program is Needed: \_\_\_\_\_

Time of Program: \_\_\_\_\_ Station or Channel: \_\_\_\_\_

Length of Program: \_\_\_\_\_

Special Instructions: \_\_\_\_\_

Requestor's Name: \_\_\_\_\_ Location: \_\_\_\_\_  
 (please print)

Signature: \_\_\_\_\_ Department: \_\_\_\_\_

PREVIEW AND EVALUATION

\_\_\_\_ Yes \_\_\_\_ No Do you want the videotape of this program retained until information regarding the sale, lease, free loan or rental of this material is obtained?

INSTRUCTIONAL QUALITY (circle the appropriate number on the rating scale below)

Criteria	Suggested Guidelines for Rating Scale						
Instructional Design	Well-organized, content-load appropriate, maturity level consistent with the content.						
Content	Accurate, authentic, current, thorough, relevant.						
Curriculum Match	Supports what is commonly taught in this subject at this grade level.						
Interest	Supports or enhances communication of content.						
5=Exemplary 4=Desirable (very good) 3=Desirable (good) 2=Fair 1=Poor 0=Unacceptable							
OVERALL (AVERAGE) RATING OF QUALITY:							

\_\_\_\_ Yes (High Priority) \_\_\_\_ Yes (Low Priority) \_\_\_\_ No Do you recommend acquisition of this program?

SENSITIVE CONTENT

\_\_\_\_ Yes \_\_\_\_ No Is nudity, excessive violence, glamorization of drugs/dangerous substances, profanity and/or a sexual nature present in this program? IF YES, please verify by circling the topics present.

ADDITIONAL INFORMATION

Subject Area(s) \_\_\_\_\_ Grade Level \_\_\_\_\_ Ability Level \_\_\_\_\_

\_\_\_\_ Yes \_\_\_\_ No Previewed?

\_\_\_\_ Yes \_\_\_\_ No Uncertain Do presently owned materials adequately cover the subject area?

OVERALL EVALUATION (SUMMARY, USE, ETC.) AND/OR REASONS FOR REQUESTING RETENTION OF THIS TAPE:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

VIDEOTAPE STATUS - OFFICE USE ONLY

Date: \_\_\_\_\_

\_\_\_\_ AVAILABLE: Format: \_\_\_\_ CD \_\_\_\_ DVD \_\_\_\_ 1/2" VHS \_\_\_\_ Other (Specify) \_\_\_\_\_  
\_\_\_\_ Price: \_\_\_\_\_  
\_\_\_\_ May be retained indefinitely  
\_\_\_\_ May be kept on an indefinite basis pending updated information on the program's future availability  
\_\_\_\_ May be kept permanently on a licensed basis \_\_\_\_\_ Must be erased immediately

**SAMPLE LETTER:  
REQUEST FOR PERMISSION TO COPY**

**Author, Publisher or Distributor** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Permission Department**

I am requesting permission to copy and use:

Title: Author/Editor: \_\_\_\_\_

Year published: \_\_\_\_\_ Number of copies: \_\_\_\_\_

Will copies be sold? (Circle) **YES NO**

Description of materials to be copied (Photocopy enclosed): \_\_\_\_\_

Intended use of materials: \_\_\_\_\_

Type of reproduction: \_\_\_\_\_

A self-addressed, stamped envelope is enclosed for your convenience in replying to this request. Should you be unable to authorize this request, please forward this letter to the proper person/agency.

Sincerely,

Permission granted: \_\_\_\_\_ Date: \_\_\_\_\_

Conditions (if any): \_\_\_\_\_

**SAMPLE PRODUCER INQUIRY LETTER: REQUEST FOR INFORMATION OF AGENCY HOLDING RIGHTS TO A TV  
BROADCAST AND PERMISSION TO RETAIN PROGRAM IF IT IS NOT FOR SALE, RENT OR LEASE**

**Network Address (ABC, NBC, CBS – not affiliate)** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Permission Department**

I am requesting information on the availability and retention of the following program:

Title: \_\_\_\_\_ Air date: \_\_\_\_\_

Can a copy of this program be retained for classroom use? (Circle) **YES NO**

Is this program available for sale? (Circle) **YES NO**

If Yes, specify agency distributing this program: \_\_\_\_\_  
Specify format \_\_\_\_\_ Cost (if known): \_\_\_\_\_

Enclosed is a self-addressed, stamped envelope for your convenience in replying to this request. Should you be unable to authorize this request, or provide the above information, please forward this letter to the proper person/agency.

Sincerely,

Permission to retain off-air copy on a free basis: \_\_\_\_\_ Date: \_\_\_\_\_

Conditions (if any): \_\_\_\_\_

# Alsea School District 7J

Code: EGAAA  
Adopted: 11/18/15  
Orig. Code: EGAAA

## Reproduction of All Copyrighted Materials

Among the facilities available to teachers in carrying out their educational assignments are a variety of machines for reproducing the written and spoken word, either in single or multiple copies.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audio-tape, video or computer-programmed materials, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike.

Violations may result in criminal or civil suits.

The Board therefore requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

“Fair use” is not a rigidly defined term. “Fair use” is based on the following standards:

1. The purpose and character of the use;
2. The nature of the copyrighted work;
3. The amount of and the substantiality of the portion used;
4. The effect of the use upon the potential market for, or value of, the copyrighted work.

If an individual questions the legality of duplicating materials, ~~they~~he/she should seek permission from the copyright holders.

Employees in violation of copyright law may be required to remunerate the district in the event of loss due to litigation and may be subject to discipline up to and including dismissal.

The superintendent will develop administrative regulations ~~that provide guidelines~~ for the “fair use” of copyrighted materials that meet the requirements of Section 107 of the Copyright Act of 1976 and applicable amendments.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2016).



meals[,] [and] [afterschool snacks] [milk], for the students listed on the official document. Districts must access this document at least three times per year.

2. Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal Head Start, or are in state or court placement foster care, will be automatically eligible for free meals[,] [and] [afterschool snacks] [milk], for the students listed on the official documents.
3. Households that submit a confidential application will be notified of their student's eligibility for free or reduced-price meals [or free milk]. Households that are denied free or reduced-price benefits will be notified in writing using the ODE template letter distributed to the district annually.
4. On a case-by-case basis when a student is known to be eligible for free or reduced-price meal [or free milk] benefits, and the household fails to submit a confidential application, the superintendent or designee may complete an application for the student documenting how they know he/she knows the household income qualifies the student for free or reduced-price meal benefits. Parents of a student approved for free or reduced-price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.
5. Students who do not qualify for free or reduced-price meals [or free milk] are eligible to participate in the [SMP,] National School Lunch Program (NSLP) [and School Breakfast Program (SBP)] and will be charged "paid" prices set by the district. "Paid" category students will be treated equally to students receiving free or reduced-price benefits in every aspect of the district's NSLP[,] [and] [SMP] [SBP] [Child and Adult Care Food Program (CACFP)] [Summer Food Service Program (SFSP)].
6. The district has established a fair hearing process under which a household can appeal a decision with respect to the household's application for benefits or any subsequent reduction or termination of benefits.
7. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced-price meals [or free milk] to the employer for distribution to affected employees.

### **Financial Management of the Nonprofit School Food Service**

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP[,] [and] [SMP] [SBP] [CACFP] [SFSP].
3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district's nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal.<sup>1</sup>

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<sup>1</sup> For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

4. District nutrition and food services revenues will not be used to purchase land or buildings.
5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.
6. The district will maintain effective control and accountability for, and adequately safeguard, all nutrition and food services<sup>2</sup> cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The district will meet the requirements for allowable NSLP[,] [and] [SMP] [SBP] [CACFP] [SFSP] costs as described in 2 C.F.R. 200.
8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.
9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.
10. In the operation of its nutrition and food services program, the district will purchase food products where at least 50 percent of the ingredients are produced or processed in the United States, whenever possible.
11. [The district may use facilities, equipment and personnel supported with nutrition and food services revenue to support a nonprofit nutrition program for the elderly.]

### **Civil Rights and Confidentiality Procedures**

1. The district will not discriminate against any student because of their<sup>his/her</sup> eligibility for free or reduced <sup>price</sup> meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, marital status, sex, sexual orientation, parental status, religion, age or disability.
3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP[,] [and] [SMP] [SBP] [CACFP] [SFSP] benefits and services, and employment practices with regard to the operation of its NSLP[,] [and] [SMP] [SBP] [CACFP] [SFSP]. The district will forward any civil rights complaint regarding the district<sup>2</sup>'s nutrition and food services to ODE<sup>2</sup>'s director of Child Nutrition Programs within three days of receiving the complaint.
5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information obtained through a confidential application for free and reduced <sup>price</sup> meals [or free milk] or direct certification, including

students' eligibility for free or reduced-price meals and all household information. The district's NSLP[,] [and] [SMP] [SBP] [CACFP] [SFSP] operators are not required to release any information from a student's confidential application for free or reduced-price meals [or free milk]. No information may be released from a student's eligibility information without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:

- a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, CACFP, SFSP or SNAP;
- b. Any other confidential information contained in the confidential application for free and reduced-price meals or free milk (e.g., family income, address, etc.) may be released without written consent only to persons who operate or administer the NSLP, SBP, SMP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

### **Nutrition and Menu Planning**

1. Meals and afterschool snacks served for reimbursement will meet the nutrition standards established by the U.S. Department of Agriculture (USDA) and Oregon Smart Snacks Standards.
2. Meals [and afterschool snacks] served for reimbursement will meet at least the minimum NSLP[,] [and] [SBP] [CACFP] [SFSP] requirements for food items and quantities.
3. Meals served for reimbursement will:
  - a. Meet all calorie range requirements by grade level;
  - b. Meet the maximum standards set for saturated fat;
  - c. Meet the maximum standards set for sodium by grade level; and
  - d. Meet the requirement for zero grams of trans fats.
4. The district will use the offer versus serve option when serving NSLP lunches to senior high school students. High school students must take at least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.
5. [The district will use the offer versus serve option when serving program breakfasts to senior high school students. High school students must take at least three of four food items, including one-half cup of fruit or vegetable offered in program breakfasts.]
6. [The district will use the offer versus serve option when serving program lunches to students below senior high school grades. Students below high school grades will be required to take three of the five food items, including one-half cup of fruit or vegetable offered in program lunches.]
7. [The district will use the offer versus serve option when serving program breakfasts to students below senior high school grades. Students below high school grades will be required to take three of the four food items, including one-half cup of fruit offered in program breakfasts.]

8. A copy of the Board minutes adopting the offer versus serve policy for students below high school grades for program lunches and/or for all students in the district for program breakfasts, as applicable, will be made available upon request.

### **Use and Control of Commodity Foods**

1. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the NSLP[,] [and] [SBP] [SFSP].
2. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
3. The value of commodity foods used for any food production other than NSLP, SBP, SFSP or afterschool snacks shall be replaced in the food service inventory.

### **Accuracy of Reimbursement Claims**

1. The district will claim reimbursement only for reimbursable meals[,] [and] [afterschool snacks] [milk] served to eligible children.
2. All meals[,] [and] [afterschool snacks] [milk] claimed for reimbursement will be counted at each dining site at a “point of service” where it can be accurately determined that the meal[,] [and] [afterschool snack] [milk] meets NSLP[,] [and] [SMP,] [SBP,] [CACFP] [and] [SFSP] requirements for reimbursement.
3. The person responsible for determining if the reimbursability of meals [and afterschool snacks] are reimbursable will be trained to recognize a reimbursable meal.
4. The district official signing the claim for reimbursement will review and analyze monthly meal[,] [and] [afterschool snack] [milk] counts to ensure accuracy of the claim, before submitting the claim to ODE.
5. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

### **Food Safety and Sanitation Inspections**

1. The district will maintain necessary facilities for storing, preparing and serving food and milk.
2. Semiannually, the district will schedule food safety inspections with the county Environmental Health Department for each school or dining site under its jurisdiction.
3. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

### **General USDA NSLP/SBP/SMP Requirements**

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student's school day.

3. Lunch will be served between the hours of 10 a.m. and 2 p.m.
4. The district will provide substitute foods for students with a disability<sup>2</sup> that restricts their diet when supported by a written statement from a state-licensed health care professional, who is authorized to write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's<sup>2</sup> impairment so its effect on the student's<sup>2</sup> diet is understood, and what must be done to accommodate the impairment. The district will not charge more than the price of the school meal, as determined by the child's<sup>2</sup> eligibility status, for meals with the accommodation.
5. The district will control the sale of competitive foods.
6. The district will ensure that potable [drinking] water will be available to students, free of charge for consumption in the place where meals are served during meal service.

7. The district ~~[allows no meal charges]~~ will notify all households and appropriate staff of its meal charge requirements<sup>[3]</sup> at ~~early in~~ the beginning of each school year, upon enrollment of a student or the transfer of a student. ~~]. [The district's meal charging requirements will be [posted on the district website,] [published in the student/parent handbook] [and made available in the information on free and~~ are as follows:

~~A charge account for students paying full or reduced-priced meals]. price for meals may be established with the district. Students may charge no more than [two] meals. Any student failing to keep his/her account current as required by the district shall not be allowed to charge the price of further meals until the account has been paid in full [but will be allowed to purchase a meal if the student pays for the meal when it is received]. At least one written warning shall be provided to a student and his/her parent prior to denying meals for exceeding the district's charge limit]. Payment is due to the [district office] on the [-\_] of each month. Students or parents of students may prepay meal costs.]<sup>4</sup>~~

<sup>[5]</sup> [Regardless of the ability to pay, a student shall be provided a reimbursable meal upon request. Parents or guardians may provide written permission to the district to withhold a meal from a student. After five meal charges the district will attempt to certify the student for free or reduced-price meals. At least two attempts to contact the student's<sup>2</sup> parent or guardian for completing a meal application will be made by the district, including offering assistance filling out the application, if appropriate. Communications regarding student charges will be directed to parents or guardians, only.] [The district may refer delinquent meal charges to third parties for collection. Collection fees will not be charged to the parent or guardian.]

~~8.7.~~ The sale of foods in competition with the district's<sup>2</sup> lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's<sup>2</sup> nutrition and food services or

<sup>2</sup> To comply with Section 504 as it relates to a student's<sup>2</sup> severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

<sup>3</sup> [Federal law requires the district to publish meal charging requirements. The district's<sup>2</sup> charging requirements must identify how and when the information about account balances is communicated to staff, students and parents, and what collection methods will be used on delinquent balances.]

<sup>4</sup> [Language is suggested only. Revise to reflect district's<sup>2</sup> meal charging requirements and ensure information is communicated to students and parents.]

<sup>5</sup> [Pursuant to ORS 327.535 the following language reflects required practice, but the language is not required to be in policy.]

accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.

9.8. Students [will] [will not] be charged for second servings of meals or portions of meals served.

### **Record Keeping**

The following documents will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s), until the audit(s) has been completed:

1. All currently approved and denied confidential applications for free and reduced price meals[, free milk,] all current direct certification documents, eligibility verification documents and school membership or enrollment lists;
2. Financial records that account for all revenues and expenditures of the district's nonprofit nutrition and food services programs, including procurement documents;
3. Records (i.e., recipes, ingredient lists and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (i.e. meal counts) from each school in the district to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity;
7. Records to document compliance with Revenue from Nonprogram Foods; and
8. Internal program monitoring documents for NSLP[, [and] [SBP,] [afterschool snacks] [CACFP] [SFSP].

# Alsea School District 7J

Code: EH-AR  
Revised/Reviewed:

## Records and Data Management (Version 2)

### Employee Responsibilities

1. Employees will evaluate the content and purpose of each record to determine which retention schedule requirement defines the record's required retention period.
2. It is recommended that employees retain only the final message in a communication string that documents the contents of all previous communications. This is preferable to retaining each individual message, containing duplicate content.
3. Employees shall retain records, e.g., documents or email, that have not fulfilled the legally-mandated retention period.
4. Employees will organize their records so they can be located and used.
5. Employees will promptly dispose of transitory, non-public record and personal records from the network and email system.
6. Employees are responsible for ensuring that records that are public records are properly archived prior to any district system auto clean-up schedules.

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# Alsea School District 7J

Code: **EH-AR**  
Adopted: 11/18/15  
Orig. Code: EH-AR



## Electronic Data Management

(Version 1)

See updated version

In order for the district, (including charter schools) to function administratively, undergo periodic audits and provide for its legal requirements, it must manage its records properly. Therefore, the district requires its employees to retain and destroy electronic documents and email messages that are created, sent and received in the course of conducting official business in accordance with the Oregon Archives division records retention schedule. The district's specified retention system is to retain electronic documents and email messages as part of the network and email system.

Public records include any writing that contains information relating to the conduct of the public's business regardless of its physical form. More specifically, an electronic document or email message is a public record if it communicated formal approvals, directions for action, and information about contracts, purchases, grants, personnel, students and particular projects or programs. If an electronic document or email message is a public record then it is subject to retention requirements based on the content of the message. Records, including electronic documents or email, shall not be destroyed if they have been requested under the Public Records Law or if they are part of litigation, even if their retention period has expired.

### Definitions

1. "Electronic mail (email)" – A means of exchanging messages and documents using telecommunications equipment and computers.
2. "Electronic document" – Documents created, generated, sent, communicated, received or stored by electronic means.
3. "Retention Schedule" – A general schedule published by the State Archivist in OAR 166-005-0000 through OAR 166-400-0065 in which certain common public records are described or listed by title and a minimum retention period is established for each.

District employees should consult the complete retention schedule to determine the retention period of the electronic document or email. See [http://arcweb.sos.state.or.us/rules/OARS\\_100/OAR\\_166/166\\_400.html](http://arcweb.sos.state.or.us/rules/OARS_100/OAR_166/166_400.html).

Common electronic documents and emailed public records include, but are not limited to, the following:

1. Calendars and Scheduling Records – Minimum Retention: One year. OAR 166-400-0010(6).
2. Committee and Board Meeting Records – Minimum retention:
  - a. Board meeting minutes and agendas: Permanent;
  - b. Exhibits, other minutes, and supporting records: Five years after school year in which records were created;

- c. Sound recordings, if transcribed or abstracted: One year after minutes approved. OAR 166-400-0010(9).
- 3. Staff Meeting Records – Minimum Retention: Until end of school year. OAR 166-400-0010(38).
- 4. Employee Time and Attendance Records – Minimum Retention: 4 years. OAR 166-400-0045(4).
- 5. Employee Personnel Records<sup>1</sup> – Records documenting school, district and ESD individual employee work history.

Records may include but are not limited to applications; notices of appointment; training and licensure (certification) records; records of health limitations; in service training records; salary schedules; tuition reimbursement records; personnel actions; performance evaluations; teacher evaluation reports; letters of commendation and recommendation; letters of reprimand; notices of disciplinary action; notices of layoff; letters of resignation; home address and telephone disclosures; emergency notification forms; oaths of office; grievance and complaint records; pension, retirement, disability, and leave records; and related correspondence and documentation.

Minimum retention:

- a. Retain employment applications (most recent and first successful), teacher licensure (certification) records, personnel actions, oaths of office, home address/telephone disclosures, emergency notification form (most recent): 75 years after date of hire.
  - b. Retain grievance, complaint, and disciplinary records<sup>2</sup>: 3 years;
  - c. Retain all other records: 3 years after separation. OAR 166-400-0050(11).
- 6. Student Attendance Records – Records documenting the attendance of students in school.

Records may include but are not limited to teacher or school attendance register; classroom daily attendance sheet; weekly attendance and truancy records; excused and unexcused absence records; tardiness records; notes from parents/guardians; and related documentation. Minimum retention: Three years after school year in which records were created. OAR 166-400-0060(3).

- 7. Student Behavioral Records:
  - a. Major student behavior infractions resulting in student’s suspension or expulsion: Minimum Retention: Until student turns 21. OAR 166-400-0060(4);
  - b. Minor student behavior infractions not resulting in suspension or expulsion (i.e. referrals, records of conversations, parent notes, detention records, related correspondence). Minimum retention: Until end of school year. OAR 166-400-0060(5).

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<sup>1</sup>~~Consult with your district’s collective bargaining agreement regarding personnel files.~~

<sup>2</sup>~~ORS 342.850 requires that “[a]ll charges resulting in disciplinary action shall be considered a permanent part of a teacher’s personnel file and shall not be removed for any reason.”~~

8. Educational Programs Student Records – Records documenting the placement and participation of students in educational programs such as TAG, alternative learning, or distance learning. Minimum retention:

- a. Records that show compliance with all federal program requirements: Five years after school year in which records were created;
- b. Other records: Three years after school year in which records were created. OAR 166-400-0060(12).

9. Special Education Student Records – Records documenting students participating in special education programs and early intervention special education services.

Records may include speech/hearing, academic, motor, occupational and/or physical therapy, vision/hearing, interdisciplinary team, and classroom observation reports; records relating to student behavior including psychological and social work reports; assessments obtained through other agencies; contact sheets; severity rating scales; test result records; physician’s statements; parental consent records; educational program meeting records; request for hearing records; eligibility statements; individualized education plans (IEP); individualized family service plans (IFSP); and related correspondence and documentation. Minimum retention:

- a. Records documenting speech pathology and physical therapy services: Until student reaches age 21 or five years after last seen, whichever is longer;
- b. ESD copies, if program at district level: Transfer records to home district after end of student participation;
- c. Readable photocopies of records necessary to document compliance with state and federal audits retained by the former educational agency or institution when a student transfers out of district: five years after end of school year in which original record was created. OAR 166-400-0060(28).

### **Employee Responsibilities**

- 1. Employee will evaluate the content and purpose of each electronic document or email message to determine which retention schedule defines the document or message’s approved retention period.
- 2. Senders and creators are generally considered to be the person of record for an email message or electronic document. However, if recipients of the message or document take action as a result of the message, they should also retain it as a record.
- 3. It is recommended that employees retain only the final message in a communication string that documents the contents of all previous communications. This is preferable to retaining each individual message, containing duplicate content.
- 4. Employees shall retain electronic document or email that has not fulfilled its legally-mandated retention period as part of the network or email system.
- 5. Employees will organize their electronic documents and email messages so they can be located and used.

6. Employees will promptly dispose of transitory, nonrecord and personal electronic documents or email messages from the network and email system.

**D** 7. Employees are responsible for ensuring that electronic documents and emails that are public records are properly archived prior to any district system auto clean-up schedules.

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# Alsea School District 7J

Code: EH  
Adopted: 11/18/15  
Orig. Code: EH

## Electronic Data Management

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

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

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

The district's retention system is to retain records that are part of the network and email system by scanning, saving and/or filing them in an electronic filing system and deleting them from the email account.

~~Electronic records will be kept in accordance with administrative regulations as prescribed in administrative regulation EH-AR—Electronic Data Management.~~

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

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

END OF POLICY

### Legal Reference(s):

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

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

[OAR 581-022-2305](#)  
[OAR 581-023-0006](#)  
[OAR 581-053-0070](#)

# Alsea School District 7J

Code: EGACA-AR  
Adopted: 11/18/15  
Orig. Code: EGACA-AR

## Cell Phones

District-owned cell phones may be purchased and authorized for staff use in accordance with the following:

### Cell Phone Authorization

Cell phones may be assigned or made available on a temporary basis by the superintendent or business manager when it is determined that:

1. The assignment of a cell phone to the employee is a prudent use of district resources;
2. The employee's job responsibilities require the ability to communicate;
3. The employee's job responsibilities involve situations where immediate communication is necessary to ensure the security of district property or safety of students, staff or others while on district property or engaged in district-sponsored activities.

### Cell Phone Use

1. Cell phones are provided specifically to carry out official district business.
2. Personal use of district cell phones is limited to making or receiving calls for family emergency purposes.
3. District cell phones shall not be loaned to others.
4. Employees issued a cell phone are responsible for its safekeeping at all times. Defective, lost or stolen cell phones are to be reported immediately to the business manager who will in turn notify the service provider.
5. Cell phones issued for employee use are to be returned to the business manager at the conclusion of the school year, activity or as otherwise specified.

### Privately-Owned Cell Phones

1. District employees may be reimbursed, or receive a stipend, for use of privately-owned cell phones to conduct district business in accordance with Board policy and this regulation, with prior approval of the superintendent or business manager.
2. Personal use of privately-owned cell phones by employees authorized to use such equipment for district business is restricted to such times when the employee is not on duty.

## Reimbursement

1. Requests for reimbursement for authorized use of employee-owned cell phones are to be submitted on district -provided forms, available through the office and accompanied by a copy of the billing statement with the district business -related calls highlighted. A notation for each highlighted entry, indicating the nature of the call, is required.
2. All requests for reimbursement, including the highlighted billing statement, must be submitted within 30 days of the end of the time period for which reimbursement is requested. Requests submitted after the reimbursement deadline has passed will be denied.
3. District reimbursement for authorized use of employee-owned cell phones will be made in conformance with district payment procedures.

Alsea School District 7J

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The following symbols are used on some sample policies:

- \* May be subject to collective bargaining.
- \*\* As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.
- [ ] Brackets occur in sample policies to indicate the need for districts to select or tailor information specific to their particular situations.

# Alsea School District 7J

Code: **FB**  
Adopted: 11/18/15  
Orig. Code: FB

## Facilities Planning

The Board will gather and analyze appropriate data to evaluate the district's facilities needs on a long-range basis. Such data will include, but not be limited to, enrollment projections, anticipated changes in the instructional program, analysis of community building plans, analysis of sites and evaluation of present facilities.

END OF POLICY

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### Legal Reference(s):

[ORS 195.110](#)  
[ORS 197.295 to -197.314](#)

[ORS 332.155](#)

[OAR 581-022-2345](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).

# Alsea School District 7J

Code: FC  
Adopted: 11/18/15  
Orig. Code: FC

## Capital Construction Program

The Board may submit to voters, on any election date specified in Oregon Revised Statutes, the question of contracting a bonded indebtedness to build or renovate school buildings or to purchase school sites, ~~or to purchase equipment.~~ Before such a bond election, the specific needs for facilities will be communicated to the public. Careful estimates will be made as to amounts required for the project ~~site purchase, construction and equipment.~~

All new construction or alterations to existing buildings will ensure to the maximum extent feasible that facilities are readily accessible and usable by individuals with disabilities.

Following approval by the voters, the bonds to be issued will be advertised appropriately. The date of issue will be coordinated with tax collection dates, payments on bonds already outstanding and favorable market conditions. Disposition of the bonds ~~may~~ will be accomplished by public sale on a competitive bid or negotiated basis, as determined by the Board. ~~The Board reserves the right to reject any and all bids.~~

The Board will annually appropriate district funds in the bonded debt service fund for the purpose of paying interest and principal on outstanding bonds. If sufficient funds are not available in the debt service fund, the Board will authorize by resolution an interfund loan for the purpose of meeting debt service requirements.

The capital projects fund is the fund authorized by the approval of the bond issue. Initial receipts from the sale of bonds are deposited in ~~this fund~~ and actual expenditures ~~for sites, buildings and equipment are made from, this fund it.~~ The Board will adopt an annual ~~appropriation~~ budget resolution authorizing ~~payments~~ withdrawal from the fund of the amounts needed to meet contractual obligations ~~payments~~ due architects, contractors and other individuals or firms. The Board will receive periodic reports on expenditures made from this fund as compared with original appropriations for various projects.

END OF POLICY

### Legal Reference(s):

[ORS 195.110](#)  
[ORS 197.295 to -197.314](#)  
[ORS Chapter 255](#)

[ORS Chapter 294](#)  
[ORS 328.205](#)  
[ORS 328.542 to -328.565](#)

[ORS 332.155](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).  
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).  
Americans with Disabilities Act Amendments Act of 2008.

# Alsea School District 7J

Code: FEA  
Adopted: 11/18/15  
Orig. Code: FEA

## Capital Improvement - Educational Program

To ensure ~~that~~ all new and remodeled facilities are designed to best implement the educational program, the superintendent will provide for detailed educational specifications prior to design and construction of new buildings or renovation of existing buildings. These specifications will include descriptions of:

1. All activities that will take place in the building;
2. The curriculum to be housed in the building;
3. Specific architectural characteristics desired;
4. The facilities needed, ~~their~~ equipment requirements ~~as provided by law,~~ and ~~their~~ space relationships to other facility elements and ready accessibility and usability by persons with disabilities;
5. Pertinent budget and other governing factors.

The preparation of educational specifications serves a two-fold purpose:

1. To ~~encourage~~ ~~clarify and consolidate the thinking of administration,~~ staff, ~~Board~~ and community input on the needs, desires and objectives of the educational program to be conducted within the proposed new building; and
2. To organize this information in a manner that can be easily and clearly interpreted by an architect.

The Board, superintendent, staff, student and citizen representatives and the architect should be involved in developing educational specifications. Consultants may be used when deemed necessary by the superintendent and the Board.

END OF POLICY

### Legal Reference(s):

[ORS 195.110](#)  
[ORS 197.295 to -197.314](#)

[ORS 332.107](#)  
[ORS 332.155](#)

[OAR 581-022-2345](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).  
Americans with Disabilities Act Amendments Act of 2008.

# Alsea School District 7J

Code: **FEB**  
Adopted: 11/18/15  
Orig. Code: FEB

## Selection of Architect

This would be covered in DJCA – Personal Services Contracts

The Board will employ a licensed architect to design the plans of each proposed building, building addition or extensive renovation.

In selecting architects, the following criteria shall include but not be limited to:

1. Experience in school construction;
2. Evidence of relevant experience in special situations, such as facilities for persons with disabilities;
3. Creative design ability;
4. Technical knowledge to control the design so the best results are obtained for the smallest amount of money;
5. Executive and business ability to oversee the proper performance of contracts;
6. Proven ability in all major phases of planning and construction: pre-design planning, schematic design, design development, bidding, construction;
7. Ability and temperament to work cooperatively with others, willingness to consult with staff on educational specifications;
8. Extent and experience of architectural staff in relation to the scope of the planned project.

The architect will be selected by the Board on the basis of the above criteria and will be employed under contract.

END OF POLICY

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### Legal Reference(s):

[ORS Chapters 279A, 279B and 279C](#)

[ORS 332.107](#)

[ORS 455.642](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).  
Americans with Disabilities Act Amendments Act of 2008.

# Alsea School District 7J

Code: **FECBA**  
Adopted: 11/18/15  
Orig. Code: FECBA

## Energy-Conserving Construction

The Board recognizes the importance and need for energy conservation in the construction of new district facilities.

Proposed construction and renovation projects that contain the most efficient energy-saving plans within an acceptable budget will have high priority. Energy-saving designs will be documented in the architectural evaluation and will comply with educational specifications and cost control checklists as determined by the Board.

A continuous study of energy problems and energy sources will be maintained for future planning.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 332.155](#)

# Alsea School District 7J

Code: FL  
Adopted: 11/18/15  
Orig. Code: FL

## Retirement of Facilities

Certain school buildings may no longer be adequate for instructional purposes and should be used to benefit the district or public in other ways. In determining which facility is to be retired for regular school purposes, the Board's decision Board will be guided by a this combination of these factors:

1. Educational flexibility: Which school building is least adaptable for housing a modern and flexible educational program?
2. Site: Which school site is least adequate for continued use as an educational center?
3. Cost: Which school building represents the highest cost in terms of upkeep, maintenance and renovation?

The Board may invite the viewpoints of community residents and staff in making its decision.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 332.155](#)

[OAR 437-001-0760](#)  
[OAR 437-002-0020 to -0075](#)

[OAR 581-022-2345](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).

# Alsea School District 7J

Code: FK  
Adopted: 11/18/15  
Orig. Code: FK

## Facilities Renovation

The Board's priorities for funding renovation of facilities are **in order of priority**, as follows:

1. Protection of life and health; compliance with mandated requirements governing construction codes and fire safety requirements;
2. Direct support of the educational program;
3. Urgently required **projects** to comply with the priorities set forth in the district's comprehensive planning program for facilities and sites;
4. **All other Board**~~Other~~ priorities;
5. **The participation of staff, parents and** ~~as identified by the~~ **community in the development of plans for new and renovated facilities will be actively solicited**~~Board~~.

The superintendent will establish procedures for requesting, approving and scheduling facilities renovation.

Plans for new and remodeled buildings will be designed and offer accommodations to make them accessible to persons with disabilities. The Board will review construction plans to **ensure**~~assure~~ that new and remodeled buildings are made fully accessible.

END OF POLICY

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### Legal Reference(s):

[ORS 195.110](#)  
[ORS 197.295 to -197.314](#)  
[ORS 332.107](#)  
[ORS 332.155](#)

[OAR 437-001-0760](#)  
[OAR 437-002-0020 to -0081](#)  
[OAR 437-002-0180 to -0182](#)  
[OAR 437-002-0368](#)

[OAR 437-002-0377](#)  
[OAR 437-002-0390](#)  
[OAR 437-002-0391](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).  
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).  
Americans with Disabilities Act Amendments Act of 2008.

# Alsea School District 7J

Code: FJ  
Adopted: 11/18/15  
Orig. Code: FJ

## Temporary District Facilities

The ~~It is the~~ Board's goal is to have sufficient permanent facilities to meet the needs of ~~district~~ school enrollment and the ~~district's programs~~ school program. Rented facilities, movable units and other emergency school housing may be inadequate for long-term public school purposes.

If circumstances require immediate space not available in public school buildings, facilities will be leased ~~rented~~ or moveable structures will be used ~~only~~ as a temporary measure.

The Board encourages the involvement of staff, parents and the community in the decision-making process, whenever possible. The superintendent will give due consideration to all such input in their recommendations to the Board. All final decisions regarding the use of temporary district facilities will be made by the Board.

Any such facility must conform to all appropriate federal, state and local building and land use codes, health and fire laws, environmental standards and provisions for accessibility and usability as required by the Americans with Disabilities Act.

END OF POLICY

### Legal Reference(s):

[ORS 332.107](#)

[ORS 332.155](#)

[OAR 437-001-0760](#)

[OAR 437-002-0020 to -0081](#)

[OAR 437-002-0161](#)

[OAR 437-002-0180 to -0182](#)

[OAR 437-002-0368](#)

[OAR 437-002-0377](#)

[OAR 437-002-0390](#)

[OAR 437-002-0391](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).

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

# Alsea School District 7J

Code: FFA  
Adopted: 11/18/15  
Orig. Code: FFA

## Memorials

The Board will consider the acceptance of memorial scholarships in honor of a person ~~persons~~ who ~~has~~ ~~have~~ special significance to the students, the district or the community. A room or item may be named for the person in whose honor the scholarship fund is created. A memorial plaque may be ~~appropriately~~ ~~appropriate~~ dedicated whenever a room or item is designated as a memorial in conjunction with a scholarship fund.

Offers of a memorial scholarship ~~s~~ will be submitted to the superintendent together with information concerning the purpose of the memorial and administration of the scholarship fund.

A ~~The superintendent/~~principal may receive items for ~~his/her~~ ~~their~~ school as a memorial to a student or person having a special significance to the students of that school. ~~An item~~ ~~Items~~ received as a memorial becomes ~~memorials~~ ~~become~~ the property of the district. ~~A~~ ~~The~~ principal must have the superintendent's approval to accept any item that may require additional maintenance cost to the district. The superintendent may establish guidelines for the acceptance of such a memorial. [The spreading of the ashes of a deceased individual on district grounds is prohibited.](#)

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 332.385](#)

15. Action Items:

- a. Approve Policies, BK D1, BDDH G1
- b. HR Reset Salaries Approval
- c. LAHO Principal Recommendation 2023-24
- d. Siletz Tribal Grant for support of low income families
- e. Overnight Wrestling Trip to Culver, Dec. 9th
- f. Overnight Wrestling Trip to Joseph, Jan. 5th
- g. OSBA Election
- h. Student Investment Act (SIA)
- i. High School Success (HSS)
- j. Selco Grant for Sensory Room
- k. Family Liaison Bonnie Hill Community Grant

Ryan VanLuevan BK D1, BDDH G1 motion to approve Ryan Vanlueven. Seconded by Debra Lindberg. BDDH G1 has been modified by OSBA to change to allow patron to speak to the board regarding any topic. Debra Lindberg motioned to amend the motion to approve BDDH G1 with modifications and not adopt BK D1. All in Favor. This motion, made by Ryan VanLeuven and seconded by Deb Lindberg, Carried. Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Motion to Table until further discussion. This motion, made by Risteen Follett and seconded by Deb Lindberg, Tabled.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Deb Lindberg Motion to accept Heather Shunk for the position of LaHO Principal for school year 2023-2024; Seconded, Ryan Vanleuven, All in Favor. This motion, made by Deb Lindberg and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Ryan VanLeuven Motioned to approve the SIA Grant; Deb Lindberg Seconded, All in Favor. This motion, made by Ryan VanLeuven and seconded by Deb Lindberg, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Ryan VanLeuven Motioned to approve the HSS Grant; Robet Webb Seconded, All in Favor. This motion, made by Ryan VanLeuven and seconded by Robert Webb, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Deb Lindberg Motioned to approve the overnight trip for the Wrestling Team to Culver on December 9th and 10th; Ryan VanLeuven Seconded, All in Favor Our team went over a day early to avoid inclement weather. By doing this they were able to help

Culver set up the mats. Risteen Follett would like to bring up the etiquette that since the team is already gone it is late for board approval. This motion, made by Deb Lindberg and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Deb Lindberg, Motioned to approve the overnight trip for the Wrestling Team to Joseph on January; Ryan VanLeuven Seconded, All in Favor. This motion, made by Deb Lindberg and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Ryan Vanleuven Motioned to approve the Selco Grant; Linda Montanez Seconded; All in Favor. This motion, made by Ryan VanLeuven and seconded by Linda Montanez, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Robert Webb Motioned to approve the grant the Bonnie Hill Community Grant; Linda Montanez Seconded, All in Favor. This motion, made by Robert Webb and seconded by Linda Montanez, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

OSBA Election, Debra Lindberg motioned to approve that Risteen Follett vote on behalf of the Alsea School Board. Ryan Vanleuven seconded. All in favor. This motion, made by Deb Lindberg and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Siletz Tribal Grant for support of low-income families, the grant funds requested \$3000, matching funds up to \$9700 which includes shared matching funds that the district already has. Robert Webb Motioned to Approve; Linda Montanez, Seconded. All in favor Took a three minute break was called at 8:45pm, so Mr. Gallagher to send board the grant it was missing in the attachments. Back in Session at 8:48pm. This motion, made by Robert Webb and seconded by Linda Montanez, All in Favor. This motion, made by Robert Webb and seconded by Linda Montanez, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

Risteen Follett Motioned to set a date of Friday, December 16th at 3:00 to hold a work session to discuss the HR Reset further.; Ryan Vanleuven, Seconded; All in Favor. This motion, made by Risteen Follett and seconded by Ryan VanLeuven, Carried.

Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea

Yea: 5, Nay: 0

# Alsea School District 7J

Code: **BK**  
Adopted: 3/11/15  
Orig. Code: BK

## Evaluation of Board Operational Procedures

The Board will plan an annual evaluation of its function as a Board. This evaluation may be broadly based on relationships and activities or may focus on a particular activity or area.

Working with the superintendent, the Board chair and an ad hoc Board committee appointed by the chair may develop the evaluation plan. Upon Board approval, an outside consultant may develop and lead the appraisal session(s).

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

# Alsea School District 7J

Code:  
Adopted:

BDDH

## Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

### Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will sign in on the public comment sheet provided, submit their name electronically prior to the Board meeting.<sup>1</sup> A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment **only** on agenda items or items that are not on the agenda.
4. A person speaking during the public comment portion of the meeting should state their name and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. Time limits will be determined based on the number of commenters and the amount of time available for public comment. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

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<sup>1</sup> When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.

### Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email. Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

### Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.

END OF POLICY

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#### Legal Reference(s):

[ORS 165.535](#)  
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)  
[ORS 332.057](#)

[ORS 332.107](#)

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).

*Baca v. Moreno Valley Unified Sch. Dist.*, 936 F. Supp. 719 (C.D. Cal. 1996).

*Leventhal v. Vista Unified Sch. Dist.*, 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

From: **OSBA Information** <[info@osba.org](mailto:info@osba.org)>  
Date: Thu, Dec 1, 2022 at 11:30 AM  
Subject: OSBA Elections - Remember to Vote!  
To: Sean Gallagher <[sean.gallagher@alsea.k12.or.us](mailto:sean.gallagher@alsea.k12.or.us)>

Dear Sean Gallagher ,  
Only two weeks remain to participate in the OSBA election. Your board will be voting on your OSBA Board of Directors representative(s), and one resolution.

If you have already voted, thank you! If you have not, we value your input. Please contact your board chair about placing the election on your next board meeting agenda and submit your board's vote by **5 p.m. on Thursday, December 15, 2022**.

**Election information:**

- View the [Official Ballot](#)
- View [OSBA Board of Directors candidates](#)
- Download the [Resolution](#) you are being asked to support
- Visit OSBA's [Election Center](#) containing all election information

Sonja McKenzie  
OSBA President-elect  
[osbaElections@osba.org](mailto:osbaElections@osba.org)

**Amendment No. 1 to Grant No. 13579**

This is Amendment No. 1 to 13579, effective July 1, 2020 (as amended from time to time, the "Grant"), between the State of Oregon, acting by and through its Department of Education ("Agency") and Alsea SD 7]("Grantee") each a "Party" and together, the "Parties". This Amendment is effective July 1, 2022 when signed by all Parties and upon receipt of all approvals necessary for signing ("Amendment Effective Date").

**RECITALS**

WHEREAS, the Parties initially entered into this Grant with the intent to develop and implement their SIA Plan;

WHEREAS, due to multiple challenges, including COVID-19, the "Foundational Year" term did not allow for the Parties to implement their SIA Plan in the manner intended; and

WHEREAS, the Parties mutually agree and intend to amend and restate the Grant as allowed under the "Act" to continue the Project as originally intended; and

WHEREAS, the Parties mutually agree and intend to fund the Project from July 1, 2021 to June 30, 2022; and

WHEREAS, the Parties mutually agree and intend to extend the Foundational Year and Project through June 30, 2023, pending the allocation of funds;

THE PARTIES HEREBY amend this Grant as specified below and provide additional funding to cover the 22-23 school year for the purposes described in Section 9 of the "Act".

The Grant is amended as follows (new language is indicated by **underlining and bold** and deleted language is indicated by ~~strikethrough~~):

1. Section 3 of the Grant is amended as follows:

**SECTION 3: EFFECTIVE DATE AND DURATION**

When all Parties have executed this Grant, and all necessary approvals have been obtained ("Executed Date"), this Grant is effective and has a Grant funding start date as of January 1, 2020 ("Effective Date"), and, unless extended or terminated earlier in accordance with its terms, will expire on ~~September 30, 2022~~ **September 30, 2023**.

2. Section 5 of the Grant is amended as follows:

**SECTION 5: PROJECT ACTIVITIES**

**ODE GRANT #13579- "Student Success Act-Student Investment Account"**

Grantee must perform the project activities set forth on Exhibit A (the "Project"), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending ~~September 30, 2022~~ **September 30, 2023**, (the "Performance Period").

3. Section 6 of the Grant is amended as follows:

**SECTION 6: GRANT FUNDS**

In accordance with the terms and conditions of this Grant, Agency will provide Grantee ~~the~~ for each year of the Project ("Grant Year") the following amounts ("Grant Funds"):

- For Grant Year 1 (July 1, 2020 –September 30, 2021) up to \$99,567.96
- For Grant Year 2 (July 1, 2021 – September 30, 2022) up to \$533,960.28
- **For Grant Year 3 (July 1, 2022 – September 30, 2023) up to \$755,504.16**
- A total allocation of \$1,389,032.40

Agency will pay the Grant Funds from monies available through its Student Investment Account ("Funding Source").

4. Exhibit A of the Grant is amended as indicated in the attached revised Exhibit A. The amendments to Exhibit A shall be effective as of July 1, 2022 and shall apply to all Project activities performed under the Project on or after that date. The version of Exhibit A in effect prior to this Amendment shall apply to all activities performed under the Grant on or before June 30, 2022.

Except as expressly amended above, all other terms and conditions of the Grant are still in full force and effect. Grantee certifies that the representations, warranties and certifications contained in the Grant are true and correct as of the Amendment Effective Date and with the same effect as though made at the time of this Amendment.

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS AMENDMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Amendment electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Amendment, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Amendment as of the dates set forth below.

**STATE OF OREGON acting by and through its Department of Education**

By: Juhi Alvarado

Contracting Officer

10/4/2022

Date

Alsea SD 71  
By: [Signature]

Authorized Signature

11/15/22

Date

Sean Gallashe

Printed Name

Superintendent

Title

\_\_\_\_\_  
Federal Tax ID Number

**Approved for Legal Sufficiency in accordance with ORS 291.047**

By: Gretchen Gunn Merrill

Senior Assistant Attorney General

9/14/2022 via email

Date

## EXHIBIT A THE PROJECT

### SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA establishes the Student Investment Account (SIA) to provide Oregon school districts and eligible charter schools with access to non-competitive grant funds. Each SIA applicant is required to work alongside educators, students, families and their community to develop a plan and outline priorities and activities that align to the allowable uses in the law.

The SIA grants are for two purposes:

- 1) Meeting students' mental or behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

### SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B.

**"Act"** means the "Student Success Act" codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

**"Allowable Costs of the Project"** means Grantee's actual costs that are reasonable, necessary and directly related to the implementation of the SIA Plan and are allowable uses of the Grant Funds under the Act.

**"Baseline Targets"** means the minimum expectations for improvement set forth in the SIA Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 "Guidance for Eligible Applicants".

**"Common Metrics"** means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

**"Disaggregated"** has the meaning given in section 12(a) of the Act.

**"Five-Year Completion Rate"** has the meaning given in section 12(b) of the Act.

**"Focal Student Groups"** means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged, students who are homeless and students who are foster children.

**"Foundational Year"** means the first year of Grantee's three-year SIA Plan, extended through September 30, 2023 due to extenuating circumstances related to the COVID-19 pandemic.

**"Four-Year on-Time Graduation Rate"** means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

**"Gap Closing Targets" or "Closing Gap Targets"** means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the SIA Plan, based on the December 2019 "Guidance for Eligible Applicants".

**"Longitudinal Performance Growth Targets (LPGTs)"** means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee's SIA Plan.

**"Ninth-grade On-Track Rate"** has the meaning given in section 12(d) of the Act.

**"Optional Local Metrics"** means additional Progress Markers toward the Common Metrics included in the SIA Plan.

**"Progress Markers"** means sets of indicators set forth in the SIA Plan that identify the kinds of changes Agency expects to see in policies, practices and approaches over the next three years that lead to Grantee reaching its LPGTs.

**"Regular Attendance Rate"** has the meaning given in section 12(f) of the Act.

**"SIA Account"** means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

**"SIA Plan"** means the plan developed and implemented by Grantee that focuses on increasing academic achievement and, reducing academic disparities for identified student groups, and meeting students' mental and behavioral health needs.

**"Stretch Targets"** means significant improvement set forth in the SIA Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 "Guidance for Eligible Applicants".

**"Third-Grade Reading Proficiency Rate"** has the meaning given in section 12(g) of the Act.

### SECTION III – PROJECT ACTIVITIES

This Grant Agreement is for the Foundational Year only.

#### Subsection 1. Continuous SIA Plan Implementation

Agency will disburse Grant Funds for Allowable Costs of the Project that implement Grantee's SIA Plan during the Performance Period in accordance with formula and activities described in the Act.

At the start of the 2020-2021 School Year, Grantee must begin to implement its SIA Plans. For the rest of the Foundational Year, Grantee shall continue to implement its SIA Plans.

Grantees must use the Grant Funds only for:

(a) Increasing instructional time, which may include: (A) More hours or days of instructional time; (B) Summer programs; (C) Before-school or after-school programs; or (D) Technological investments that minimize class time used for assessments administered to students.

(b) Addressing students' health or safety needs, which may include: (A) Social-emotional learning and development; (B) Student mental and behavioral health; (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school; (D) Student health and wellness; (E) Trauma-informed practices; (F) School health professionals and assistants; or (G) Facility improvements directly related to improving student health or safety.

(c) Reducing class sizes, which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

(d) Expanding availability of and student participation in well-rounded learning experiences, which may include: (A) Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade; (B) Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers; (C) Broadened curricular options at all grade levels, including access to: (i) Art, music and physical education classes; (ii) Science, technology, engineering and mathematics education; (iii) Career and technical education, including career and technical student organization programs; (iv) Electives that are engaging to students; (v) Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs; (vi) Dropout prevention programs and transition supports; (vii) Life skills classes; or (viii) Talented and gifted programs; or (D) Access to licensed educators with a library media endorsement

(e) Administrative costs, up to 5% or \$500,000, whichever is less. Administrative costs may include (A) Ongoing community engagement; (B) costs associated with the administration of the grant.

Grantee must periodically review its progress toward meeting Grantee's Progress Markers and LPGT described in the Exhibit B Common and Customized Framework.

#### Subsection 2. Foundational Year SIA Plan Refinement and Extension

## **ODE GRANT #13579- "Student Success Act-Student Investment Account"**

During the Foundational Year, Grantee must re-visit its SIA Plan and engage with Focal Student Groups, families, staff and community to develop a three-year SIA Plan update that will extend through the end of the Foundational Year.

Grantee must, at the timeline communicated by Agency, also revisit its LPGTs and develop Baseline Targets and Stretch Targets for each of the five Common Metrics and develop Gap Closing Targets that Focal Student Groups will be expected to meet over a two-year period. Grantee also may develop targets related to student mental and behavioral health needs.

Grantee must work with Agency to co-develop LPGTs, Progress Markers and Optional Local Metrics during the 2022-23 school year.

### **SECTION IV – REPORTING REQUIREMENTS**

Grantee must submit quarterly financial and performance progress reports as well as a final yearly report on the dates set forth in Section V. This reporting requirement shall survive termination of this Agreement.

#### **Financial Reports**

Beginning in October of 2021 and continuing each quarter thereafter, Grantee must submit a financial report detailing its expenditure of Grant Funds to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than 90 days after the end of the fiscal year.

If Grantee does not use the Grant Funds for Allowable Project Costs Agency may exercise the remedies provided in Section 17 of this Grant, including without limitation deducting amounts from future disbursements of Grant Funds.

Any Grant Funds that are not used by Grantee by September 30, of each Grant Year, must be returned to Agency for deposit in the Student Investment Account.

#### **SIA Plan Performance Reporting**

The Agency will closely monitor and evaluate Grantee's progress towards its Progress Markers.

Beginning in October of 2021 and continuing each quarter thereafter, Grantee must submit a narrative Performance Progress Report detailing its SIA Plan activities to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than 90 days after the end of the fiscal year.

#### **SIA grant monitoring**

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the

**ODE GRANT #13579- "Student Success Act-Student Investment Account"**

Grantee in implementing its Plan; SIA Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board.

Each grant recipient must conduct a performance review every four years as required by standards adopted in board rule.

**SECTION V - DISBURSEMENT and REPORTING PROVISIONS**

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis during each Grant Year as outlined below:

Disbursement Date	Quarterly Amount
July 1	25% of funds allocated for Grant Year
October 1	25% of funds allocated for Grant Year
January 1	25% of funds allocated for Grant Year
April 1	25% of funds allocated for Grant Year

\*If this Grant is not fully executed by July 1 annually, the Agency will disburse the Grant Funds within 30 days of the Execution Date,

Agency will disburse the Grant Funds in quarterly disbursements in advance of expenditures, not on a reimbursement basis.

Grantee must submit its financial and performance progress reports by the following dates in each Grant Year:

October 31

January 31  
April 30  
September (Annual Report)

*(Remainder of this page intentionally left blank)*

## EXHIBIT B COMMON AND CUSTOMIZED FRAMEWORK ALSEA SD 7J

### SECTION I – PROGRESS MARKERS FOR SCHOOL YEARS 2020-2021, AND 2021-2022 AND 2022-2023

The Progress Markers are a mechanism to support a developmental approach to evaluation with a focus on learning about the kinds of changes that happen from distinct investments. The following fifteen Progress Markers are arranged into three categories that represent the advancement in degree of change from minimum to profound as described and listed below:

- A. “Expect to see” progress makers represent initial, easy to achieve changes that indicate a recognition of and commitment to SIA plan goals.
- B. “Would like to see” progress markers represent longer term likely changes and indicate more active learning and engagement.
- C. “Would love to see” progress markers describe the kinds of profound changes ideal for any program or investment to make or contribute towards. Note: In this first year, this would be unusual to see.

#### A. Expect to see

1	Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.
2	An equity lens is in place, adopted, and woven through all policies, procedures and practices.
3	Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement and attendance. <sup>7</sup>
4	Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.
5	Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.
6	Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.

<sup>7</sup> Providing sufficient time for teachers and staff to review data is an eligibility requirement for High School Success (Measure 98) funding in high schools. This suggests the value of that practice when well designed for all developmental levels. Duplication in focus is acceptable and strategic in this case. Funds should be braided but grantees can’t use funding for the same purpose with both initiatives.

**B. Would like to see**

7	Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.
8	Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.
9	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.
10	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.
11	An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. <sup>8</sup>
12	Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.

**C. Would love to see**

13	Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards.
14	School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time <sup>9</sup> .
15	Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.

**SECTION II – APPROVED OPTIONAL LOCAL METRICS (IF APPLICABLE)**

NA

<sup>8</sup> Again, this is intentionally aligned with High School Success goals and best practices. Changes in progress that might come in part from SIA investments and in part from HSS investments are acceptable to include as “contributions to change” as what we are most interested in is that change is occurring and learning from what is unfolding.

<sup>9</sup> ODE considered and received substantial but mixed feedback about the value of mapping the math strategy, and while we chose not to include formally, SIA recipients are encouraged to review the literature and develop an understanding of what Math proficiency is, what it looks like for students and how shared competencies are taught in 9th grade Math.

## Amendment Number 1 to Grant Number 18552

This is Amendment Number 1 to the Grant Agreement for the “High School Graduation and College and Career Readiness Act of 2016” (as amended from time to time, the “Agreement”) dated July 1, 2021 between the State of Oregon, acting by and through its Department of Education, (“Agency”) and Alsea SD 7J (“Grantee”) each a “Party” and together, the “Parties”. This Amendment is effective July 1, 2022 when signed by all Parties and upon receipt of all approvals necessary for signing (“Amendment Effective Date”).

This Amendment shall be effective on the last date the Amendment has been signed by every party and when required, approved in accordance with applicable laws, rules and regulations, including any federal approval and approval for legal sufficiency by the State of Oregon, Department of Justice.

The Grant is amended as follows (new language is indicated by **underlining and bold** and deleted language is indicated by ~~strike through~~) as of July 1, 2022. The changes made by this Amendment Number 1 shall apply to Project activities performed on or after July 1, 2022, and shall apply only in accordance with the terms of this Amendment Number 1:

1. Section 3 of the Grant is amended as follows:

### SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Execution date”), this Grant is effective and has a Grant funding start date as of July 1, 2019 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on ~~June 30, 2022~~ **June 30, 2023**.

2. Section 4 of the Grant is amended as follows:

### SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

~~Lillian White~~ **Brea Cardiel**

Office of Education, Innovation & Improvement

255 Capitol St NE

Salem, OR 97310-0203

~~Lillian.White@state.or.us~~ **Brea.Cardiel@ode.oregon.gov**

3. Section 5 of the Grant is amended as follows:

### SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth on Exhibit A (the “Project””, attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending ~~June 30, 2022~~ **June 30, 2023** (the “Performance Period”).

4. Section 6 of the Grant is amended as follows:

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide Grantee **the following amounts for each fiscal year of the Project (“Grant Funds”): up to \$XXXX (“Grant Funds”) for the Project.**

- **For Year 1 up to \$116,106.96**
- **For Year 2 up to \$158,913.05**
- **A total allocation of \$275,020.01**

**If applicable and authorized by Agency, Grantee may carry over any unexpended Grant Funds from Year 1 for continued use in Year 2 for the Project activities.**

Agency will pay the Grant Funds from monies available through both the High School Graduation and College and Career Readiness Fund and the Statewide Education Initiatives Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency.

Except as expressly amended above, all other terms and conditions of original Agreement are still in full force and effect. Grantee certifies that the representations, warranties and certifications contained in the original Agreement are true and correct as of the effective date of this Amendment and with the same effect as though made at the time of this Amendment.

IN WITNESS WHEREOF, the Parties have executed this Amendment as of the dates set forth below. The Parties agree to the exchange of this Agreement electronically, each has agreed to the usage of electronic means. By inserting an electronic signature below, each authorized representative acknowledges that it is their signature, that each intends to execute the Agreement and that their electronic signature should be given full force and effect to create a valid and legally binding contract.

**STATE OF OREGON acting by and through its Department of Education**

By:   
Contracting Officer

10/17/2022  
Date

**Alsea SD 7J**  
By:   
Authorized Signature

11/15/22  
Date

Sean Gallagher  
Printed Name

Superintendent  
Title

**Approved for Legal Sufficiency in accordance with ORS 291.047**

By: Jake Hogue  
Assistant Attorney General

10/7/2022 via email  
Date



**District Administration Office**  
**Mr. Sean Gallagher – Acting Superintendent**

301 S 3<sup>rd</sup> St  
Alsea, OR 97324  
Office: 541 487-5643  
Fax: 541 487-4089

Email: [sean.gallagher@alsea.k12.or.us](mailto:sean.gallagher@alsea.k12.or.us)  
[www.alsea.k12.or.us](http://www.alsea.k12.or.us)

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## MEMO

Date: 12/8/2022

To: Board of Directors

From: Sean Gallagher – Acting Superintendent

Re: LAHO Principal Recommendation 2023-24

It is with high honor that I recommend Ms. Heather Shunk to be approved as the 2023-24 Learn At Home Oregon (LAHO) Principal. Ms. Shunk currently serves at the LAHO Assistant Principal and District Special Programs Director. In the short time I have gotten to know Ms. Shunk, she has demonstrated the skills and experience necessary to be a great Principal for LAHO.

Ms. Shunk has lots of experience that pertains to this principalship. She has a strong background in online programs, elementary teaching, Talented And Gifted (TAG) programming, reading instruction, professional development coordination, international education, charter schools, supporting underrepresented student populations, family engagement, and educational leadership. She currently holds a Masters of Science Degree in Education from Southern Oregon University (SOU) and continuing administrative credentials authorized by Teachers Standards and Practices Commission (TSPC).

With the early resignation of the existing LAHO Principal, this gives Ms. Shunk the opportunity to be mentored into the LAHO Principal position starting July 1, 2023. I highly recommend Ms. Shunk, she has been a delight to work with. I continually encounter staff that comment about her high regards and professionalism.



**Scotty France, Wrestling Coach**

301 S 3<sup>rd</sup> St

PO BOX B

Alsea, OR 97324

Office: 541 487-5634

Fax: 541 487-4089

Cell: 541 760-7968

Email: [scotty.france@alsea.k12.or.us](mailto:scotty.france@alsea.k12.or.us)

[www.alsea.k12.or.us](http://www.alsea.k12.or.us)

## MEMO


Date: December 1, 2022

To: Sean Gallagher

From: Scotty France

Re: Over Night Stay Request

*Tentative approval  
pending board approval  
on Dec 8th*



Mr. Gallagher:

I would like to request that the Wrestling Team be allowed to stay in Culver, OR. Overnight on December 9 and return home the afternoon of December 10, 2022.

December 9, 6:30 am departing from Alsea to Culver. Get to Culver by 10:30 or 11 am. Wrestling till the evening then possibly staying at Tim France's place if not there then probably staying in Culver's gym for the night then wrestling all day the 10<sup>th</sup> then driving back to Alsea after wrestling. Will keep parents and school informed on ETA when we are on are way back. I will bring sandwich supplies for throughout the day as well as water I will have kids bring money for dinners.

There will be 3 wrestlers. We will be taking a school van. I will be the chaperone.



**Scotty France, Wrestling Coach**

301 S 3<sup>rd</sup> St

PO BOX B

Alsea, OR 97324

Office: 541 487-5634

Fax: 541 487-4089

Cell: 541 760-7968

Email: [scotty.france@alsea.k12.or.us](mailto:scotty.france@alsea.k12.or.us)

[www.alsea.k12.or.us](http://www.alsea.k12.or.us)


## MEMO

Date: December 5, 2022

To: Sean Gallagher

From: Scotty France

Re: Over Night Stay Request

*Oke's board for approval*  


Mr. Gallagher:

I would like to request that the Wrestling Team be allowed to stay in Joseph, OR. Overnight on January 5<sup>th</sup>, 2023, through January 7, 2023. We will be wrestling on Friday the 5<sup>th</sup> and 6<sup>th</sup> and will leave at 6:00am to return home on January 8, 2023.

Joseph, OR is a 7-to-8-hour drive. We will be staying at the Joseph School Gym, for the nights of January 5<sup>th</sup> and 6<sup>th</sup>. Students will have to bring money for dinners, and I will bring sandwich supplies and bagels for breakfast as well as water.

There will be 4 wrestlers. We will be taking a school van. I will be the chaperone.



**Cheryl Doe, Special Education Director**

301 S 3<sup>rd</sup> St

Alsea, OR 97324

Office: 541 487-4305

Fax: 541 487-4089

Cell: 541-714-3505

Email: [cheryl.doe@alsea.or.us](mailto:cheryl.doe@alsea.or.us)

[www.alsea.k12.or.us](http://www.alsea.k12.or.us)


## MEMO

Date: 11/21/2022

To: Sean Gallagher

From: Cheryl Doe

Re: SELCO Grant acceptance

*OK for board approval*  


One of our special education teachers, Leslie Boser and I applied to a grant opportunity given to us by Lori Greenfield. We have been notified that we have won the grant. I am recommending that Alsea School District accept this SELCO grant for the purpose of developing a sensory room. The purpose of this is to serve as a calm spot on campus for all students to go when they need a break from the sensory overload so many students are experiencing. Attached you will find a copy of the grant application and the award letter.

*Cheryl Doe*





Cheryl Doe &lt;cheryl.doe@alsea.k12.or.us&gt;

**Fwd: Your SELCO Grant Application Was Approved!**

1 message

**Leslie Boser** <leslie.boser@alsea.k12.or.us>  
To: Cheryl Doe <cheryl.doe@alsea.k12.or.us>

Tue, Nov 15, 2022 at 11:57 AM

EEEE!

----- Forwarded message -----

From: **Liz Hill** <lhill@selco.org>  
Date: Tue, Nov 15, 2022 at 11:24 AM  
Subject: Your SELCO Grant Application Was Approved!  
To: [leslie.boser@alsea.k12.or.us](mailto:leslie.boser@alsea.k12.or.us) <[leslie.boser@alsea.k12.or.us](mailto:leslie.boser@alsea.k12.or.us)>

Dear Leslie,

We are so excited to let you know that your SELCO SPARK! Creative Learning Grant application has been approved for \$990.93. Congratulations! This year's pool of applicants was as impressive as ever.

We're honored to be funding 60 projects this year, for a total amount of \$54,368. The winning projects are very diverse—everything from Helping Save the Pollinators to Digital Microscopes—and come from all over the state.

We'll put your grant check in the mail soon, along with a copy of this letter. As mentioned in the application, the check will be sent to you and made out to your school, with your name alongside the school name on the check and the project title noted beneath. Please present the check to your school to be deposited into your district's account.

As you bring your project to life, please take photos so we can see your success! We love to see these innovative ideas in action and share them with our SELCO members and team. As in past years, send your photos and testimonials to [spark@selco.org](mailto:spark@selco.org) or SELCO, PO Box 7487, Springfield, OR 97477 (you can address them to Marketing and/or Olivia Sorensen).

In the meantime, we're thrilled to help make your innovative idea a classroom reality. Good luck with your project, and thank you for all you do!

Sincerely,

Craig Carpenter

Senior VP, Lending & Business Banking

Disclaimer: This message (including any attachments) is intended only for the use of a specific individual or entity or specific individuals or entities and may contain information that is non-public, proprietary, privileged, confidential, and exempt from disclosure under applicable law or may constitute as attorney work product. If you are not the intended recipient, you are hereby notified that any use, dissemination, distribution, or copying of this communication is strictly prohibited and may represent a tortious interference with a confidential business relationship(s). If you have received this communication in error, please notify us immediately by telephone and (i) permanently destroy this message if a facsimile, (ii) permanently delete this message immediately if this is an electronic communication, (iii) permanently destroy any electronic or printed copies of this electronic communication.

--  
Leslie Boser  
Special Education Teacher/Case Manager  
Learn at Home Oregon  
Alsea School District

**Welcome**

**Eligibility**

**Before You Apply**

**Scoring Criteria**

**Basic Information**

**Applicant Information**

**Full Name:** David Fricke  
**Contact Email:** david.fricke@alsea.k12.or.us  
**Contact Phone:** 541-487-4305  
**Have you received a SPARK! Creative Learning Grant within the last three years?** No

**School Information**

**School Name:** Alsea Elementary School  
**School County:** Benton  
**School District:** Alsea School District  
**Is your school public or private?** Public  
**School Tax ID or EIN:** 410120000019  
**Approximately how many students attend your school?** 280  
**Has the proposed project been approved by your principal or supervisor?** Yes  
**School Mailing Address:** 301 S 3rd St  
**City:** Alsea  
**State:** OR  
**ZIP code:** 97324

**Project Information**

**Project Impact**

**How many students would benefit from the project in the grant year?** 25  
**Would a single grant fund this project for multiple years?** Yes  
**Please explain.**

This room will be utilized for years to come.

**Project Description**

**Project Name:** Chillville  
**Project Subject:** Special Education  
**One-Sentence Project Description (see past examples here):**

## SPARK! Creative Learning Grants 2022-23

DEADLINE : October 03 2022 at 09:00 PM PDT - CLOSED

### Applicant Information

**Name:** Leslie Boser  
**Email:** leslie.boser@alsea.k12.or.us  
**App ID:** 03751614  
**Cycle:** None  
**Last Modified:** Nov 15 2022 11:25 PST by lhill@selco.org  
**App Submitted:** Sep 26 2022 16:26 PDT by leslie.boser@alsea.k12.or.us  
**App Created:** Aug 18 2022 20:28 PDT by leslie.boser@alsea.k12.or.us  
**Last IP Address:** 34.120.172.148

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Sensory Room Budget For Alsea Elementary School

Star Projector, Rossetta Galaxy Projector for Bedroom, Bluetooth Speaker and White Noise Aurora Projector, Night Light Projector for Kids Adults Gaming Room, Home Theater, Ceiling, Room Decor (Black)

39.99

[https://www.amazon.com/Friendly-Cuddle-Indoor-Sensory-Outdoor/dp/B09PNVPJ/ref=sr\\_1\\_15?crid=VG6SZPC7K6HJ&keywords=sensory%2Broom%2Bswing&qid=1664229783&srefix=sensory%2Broom%2Bswin%2Caps%2C146&s15&th=1](https://www.amazon.com/Friendly-Cuddle-Indoor-Sensory-Outdoor/dp/B09PNVPJ/ref=sr_1_15?crid=VG6SZPC7K6HJ&keywords=sensory%2Broom%2Bswing&qid=1664229783&srefix=sensory%2Broom%2Bswin%2Caps%2C146&s15&th=1)

69.99

Amazon.com: Sensory LED Bubble Tube 4FT with 10 Fish, 20 Color Remote and Tall Water Tower Tank LED Night Light for Kids Bedroom Room Decor

109.99

Amazon.com: Giant Platform Tree Swing, 700 lb Weight Capacity, Durable Steel Frame, Waterproof, Adjustable Ropes, Flag Set and 2 Carabiners, Non-Stop Fun for Kids!

99.99

Amazon.com: Art3d Liquid Fusion Activity Play Centers for Children, Toddler, Teens, 12" X 12" Pack of 9 Tiles

109.99

[https://www.amazon.com/Curtain-Waterfall-Lighting-Children-Decoration/dp/B07F6W3D6V/ref=sr\\_1\\_3?keywords=fiber%2Boptic%2Bcurtain%2Blights%2Bsensory&qid=1664230356&srefix=fiber%2Boptic%2Blights%2Bcurt%2Caps%2C143&th=1](https://www.amazon.com/Curtain-Waterfall-Lighting-Children-Decoration/dp/B07F6W3D6V/ref=sr_1_3?keywords=fiber%2Boptic%2Bcurtain%2Blights%2Bsensory&qid=1664230356&srefix=fiber%2Boptic%2Blights%2Bcurt%2Caps%2C143&th=1)

116.59

Amazon Basics Memory Foam Filled Bean Bag Chair with Microfiber Cover - 6-Foot, Gray

142.55

Amazon.com: Special Supplies Stepping Stones for Kids Indoor and Outdoor Balance Blocks Promote Coordination, Balance, Strength CI Rubber, Non-Slip Edging (Multi-Color, 12)

79.99

Amazon.com: Build On Wall or Table - Customize Building Block Wall, 8 Pack (10" x 20") Self Adhesive Building Base Plate, 440 Pcs Cor with All Major Brand Brick - Fastest and Easiest DIY Fun Wall and Desk : Toys & Games

94.88

Amazon.com: SereneLife Portable Fitness Trampoline -- Sports Trampoline for Indoor and Outdoor Use -- Professional Round Jumping Car Trampoline - Safe for Kid

77.99

**Final Step**

Amazon.com: hand2mind Sensory Fidget Tubes, Anxiety Relief Toy, Occupational Therapy Toys, Fidget Toys for Kids, Sensory Toys for Play, Play Therapy Toys, Calm Down Corner, Toddler Must Haves

34.99

**Disclaimer**

By typing your name in the box below you agree that this constitutes a legal signature  
Adults; Bean Bags Great for Cornhole Tossing Carnival Backyard (Shape)

13.99

Creating a sensory space for students to promote self-regulation, provide sensory stimulation, provide sensory breaks, create space for rest and teach new skills.

---

**Comprehensive Project Description (Include basic description, clear goals, and demonstrate creativity and Innovation):**

---

**Basic Description:**

The sensory is a specially designed room which combines a range of stimuli to help students develop and engage their senses. Stimuli can include lights, colors, sounds, sensory soft play resources and aromas. These will be provided for students to explore in a safe environment.

A designated room near the special education education classroom would be used to create a safe space for students to be able to use. After researching sensory rooms and keeping in mind the current needs of our students, I compiled a list of items (listed below) that would be the most beneficial at this time. Staff will be trained on how to implement the sensory room to keep both student and staff safe. Students will be given expectations on how to use the sensory room properly.

There are common components of a sensory room, i.e. bubble tubes, lighting, fiber optic sprays, beanbag chairs, interactive wallboards, rocking chairs, swings, music, therapy balls, water toys, bins with sensory activities, etc. I put a lot of thought into the items that I listed below that would provide a well rounded sensory experience for the students.

The bubble tubes provide sensory stimulation, calming visual focal point, and meeting learning goals for some students. Fiber optic sprays provide a soft glowing light that gives a soothing visual stimulation and tactile exploration. The sensory swing can be a calming place to regroup and cope. It can be a safe space for a child to gain calming vestibular input through slow and predictable motions. Every item listed below provides a potential sensory input need.

**Goals:** Create a flexible space that allows the teacher to create different scenes or modds depending on the emotional, cognitive, and physical needs of the students.

Help relieve anxiety and overstimulation that may occur in the classroom. The sensory room provides a space to allow children a break.

Benefits of sensory rooms may include: increased concentration, mental and physical calmness, de-escalation, sensory improvement: touch, sight, hearing, cause-effect relationships, improved social exchanges, fine and gross motor development.

A sensory room can benefit the students well-being and development, being given the opportunity to build emotional connections within themselves or with others. When a student is given a proper sensory diet and their body is well regulated it's easier to understand and process emotions.

When a student is well regulated, the positive benefits of this are cognitive development and functioning. They may have increased concentration or improved focus. My goal is to create an environment that will enhance my student's learning and retain information better. A sensory room can also provide a space for students to work on specific social skills. Skills such as turn taking, greeting others, waiting, following directions, etc. can be developed through play in a sensory room.

The items requested would help kick start our implementation of a sensory room. Working with other specialists i.e. Occupational Therapists, SLPs, we can continue to add and modify to the sensory diet of our students. While many items can be handmade, not all of them can. The items listed below are those that would be the most beneficial.

---

**Project Budget**

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<b>Requested Amount (up to \$1,000):</b>	990.93
<b>Will your project cost more than \$1,000?</b>	No
<b>How would you like to submit your itemized project budget?</b>	Text box within this form

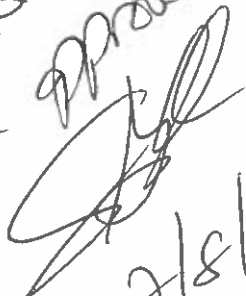
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**Detail your itemized project budget:**

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October 10, 2022

Sara Littlefield  
Outreach Coordinator  
Alsea Schools Family Outreach  
301 S. 3rd St.  
P.O. Box B  
Alsea, Oregon 97324

ok for board approval  
  
12/18/22

Dear Board of Directors of Alsea Rural Health Care Inc., overseers of the Bonnie Hill Community Fund,

Alsea Schools Family Outreach Program serves all families who reside under the same roof as an Alsea Schools student. Alsea Schools Family Outreach program is designed to fill the gaps and remove barriers lessening many social disparities in health that are encountered in rural communities such as Alsea.

Alsea Schools Family Outreach program works to create collaborative and supportive relationships with every family the program encounters. This is done through establishing relationships, and collaborating with families to assess their needs, developing plans, and goals that are personalized to each family.

Alsea Schools Family Outreach program assists families through various application processes for public aid, housing, employment, unemployment etc. The program also offers peer support, mentoring, encouragement, and motivation to encourage families towards self-sufficiency, and self advocacy. The program works with other valley agencies to bring hygiene items, clothing, and school supplies to the families the program serves, as well as working as a liaison between families and other existing agencies.

Alsea Schools Family Outreach Coordinator FTE position is currently funded by several grants. The school's funding does not cover any costs associated with direct and outreach services. This means Alsea Outreach is completely dependent on outside agencies to serve our school community. The school does provide a space that is at the front of the school in a high pedestrian traffic area at the front entrance which allows families to drop in as needed.

Alsea Family Outreach is looking to bring emergency financial funding for items such as: prescriptions, dental emergencies, emergency primary car fixes, emergency home fixes (broken pipes, pests, etc.) clothing, gas cards, laundry cards, food cards, diapers, heat, emergency motel stays, etc. Currently, Alsea Family Outreach relies solely on resources in the valley. This has become a barrier to many families as it delays filling necessary needs. Many families lack the means/ability to get into town to meet with other agencies. From Alsea to Corvallis it is 46



miles round trip and from Lobster Valley it is nearly 80 miles round trip.

Rural communities such as Asea are greatly impacted by their geographic locations this directly impacts economic stability, education access and quality, health care access and neighborhoods and community.

Asea Schools Family Outreach aims to lessen the burden by addressing these determinants of health through identifying family strengths, developing goals, encouraging self advocacy and self sufficiency while creating a collaborative, positive environment where each individual and family can be supported by their community.

In order to better meet the needs of families, the Asea Schools Family Outreach program is asking for \$3000 to create a local funding source to assist families in need. If possible, upon turning in receipts for spent funds the amount would be reallocated as needed. This is the first time Asea Family Outreach has asked for funding from an outside agency.

Since the 22/23 school year began, Asea Schools Family Outreach program has served approximately 35 families and 69 children. The number is surely more, but families and children seeking answers to quick questions or students in need of quick items such as a pair of socks is not generally recorded at this time. It is only October, and I am sure as word spreads regarding the family outreach program, and as relationships are built more families will be seeking out services.

Thank you for your consideration and your continued support of all those that reside in our wonderful community.

Sincerely,

Sara Littlefield CHW  
Asea Schools Family Outreach Coordinator  
McKinney-Vento Liaison





**District Administration Office**  
**Mr. Sean Gallagher – Acting Superintendent**  
301 S 3<sup>rd</sup> St  
Alsea, OR 97324  
Office: 541 487-5643  
Fax: 541 487-4089

Email: [sean.gallagher@alsea.k12.or.us](mailto:sean.gallagher@alsea.k12.or.us)  
[www.alsea.k12.or.us](http://www.alsea.k12.or.us)

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## MEMO

Date: 12/02/2022

To: Board of Directors

From: Sean Gallagher – Acting Superintendent

Re: Siletz Tribal Charitable Contribution Grant Fund Request

I recommend that the board approves the attached grant application to assist in funding our Family Liaison program.



## SILETZ TRIBAL CHARITABLE CONTRIBUTION FUND GRANT APPLICATION

Use only the space provided for each section. Do not alter the application. This application is 7 pages total.

<input checked="" type="checkbox"/> Check here only if organization is applying for 1 <sup>st</sup> time and has never submitted an STCCF application in the past.		Date: 11/30/2022	
Applicant Organization: Alesia School District 7j / Alesia Charter School			
Contact Name:	Sara Littlefield		Title: Family Liaison
Daytime Phone:	541 487-4305	Email Address:	sara.littlefield@alsea.k12.or.us
Mailing Address:	301 S 3 <sup>rd</sup> St.		
City:	Alesia	State:	OR Zip: 97324
County:	Benton	<b>Check eligibility criteria below:</b>	
Evaluation(s) for past STCCF awards are up-to-date?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A
Organization is located within 11-county service area?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Organization is a Native American entity located in US?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
If claiming Native American Organization status, explain why you are eligible:			
If selected for an STCCF award, check should be made payable to:			
Alesia Charter School/ Family Liaison Program			
Organization has an open, unexpended STCCF award?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A
If yes, award #:	Evaluation deadline:		
Will funds be expended for awarded purpose by deadline?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A
Will evaluation report be submitted by the deadline?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A

## PROJECT INFORMATION

How many will benefit from the proposed project? 200

Required – Proposed start date of project:  
*Cannot occur prior to distribution of awards for quarter making request.* 02/15/2023

**Grant Category (select one):**

<input type="checkbox"/>	The Arts	<input type="checkbox"/>	Drug & Alcohol Treatment	<input type="checkbox"/>	Prevention
<input type="checkbox"/>	Cultural Activities	<input type="checkbox"/>	Environment & Natural Resource Preservation	<input type="checkbox"/>	Housing
<input type="checkbox"/>	Historical Preservation	<input type="checkbox"/>	Gambling Addiction	<input type="checkbox"/>	Public Safety
<input type="checkbox"/>	Health	<input type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Other (describe below)

Other, describe: Health and Emergency Support Services for Alsea Students and Families.

## PROJECT SUMMARY

- Briefly summarize (*in 3-4 sentences*) the purpose of your request. Describe the basic project, types of activities, what will be accomplished, where, target participants, and when:

The Alsea Charter School is requesting funds to assist in the provision of emergency support services to low-income students and their families in the Alsea Valley through the ongoing Family Liaison Program. With partial funding from the McKinney-Vento program, matching funds from other agencies, donations, in-kind contributions, and funds from the Siletz Tribe, we will be able to continue to provide these services. We project that for 2023-2024 we will see a significant increase in need and our desire is to provide services to an additional 40 families, bringing the total number of individuals to be served to 200.

## CAPACITY & PROGRAM SUSTAINABILITY

- For ongoing programs, describe your organization's capacity to manage and report on grant funds, complete the project activities, and sustain the program beyond the term of any STCCF funding.
- For equipment requests, describe the expected lifetime of equipment and ability to provide adequate storage and security.
- Include any collaborations/partnerships related to capacity and success of organization.

The Alsea School District 7j has been in existence since the late 1800s. It has undergone many versions of an educational entity but has continued to exist as a recognized, State of Oregon school district. In 2017 the Alsea School was officially granted Charter School status. Because of this status as, first a school district and second a charter school, the entity has the legal authority to access funds directly from Federal, State, and Local Governments, Also because of this, the ASD has the authority to enter into agreements with Benton County and other school districts.

The ASD Administration is structured to meet the oversight needs including fiscal accountability for all funds received and managed. Policies and procedures for the management and control of education records and reporting are in place. Using an integrated

accounting software system, the financial records are prepared in compliance with standard accounting principles specific to public education and IRS regulations.

## GOALS & OUTCOMES

- Describe 1-3 goals of organization or project demonstrating how the requested STCCF funding will help achieve those goals.
- Goals are specific, measurable, achievable and realistic with defined time frame.

Goal	Strategy	Outcome
Help improve Alsea students and their families' selfsufficiency by addressing some of the immediate pressing need to reduce family stress.	Provide emergency services for identified need. Provide assistance in teacher/staff communications. Provide referrals for housing, food, and medical services.	200 individuals will receive one or more support services which will be identified in the family/student needs assessment process currently in use.
Increase the number of partnerships and collaborate with other local non-profits for maximization of effort in serving the low-income and homeless youth in the Alsea Valley.	The Program Coordinator will recruit an assistant to manage the client information records so that she can perform outreach to agencies.  The Coordinator will continue to reach out to agencies that have not been approached in the past.	4 new partnerships will be created by the end of the grant period.  The partners will have created a coordinated strategic plan by 11/30/2023

## ORGANIZATION DESCRIPTION

Clearly and concisely describe the mission and structure of your organization. The information may be used for public media releases and announcements of STCCF awards.

The vision of the Alsea School District is to provide outstanding education with a student support system in a small, rural setting while preparing them to compete in a global society. Students attending Alsea Charter School will receive a preschool through 12<sup>th</sup>-grade curriculum that is aligned to state common core standards.

## PROJECT DESCRIPTION

- In space provided, concisely and clearly describe the proposed project and activities.
- Be specific about how any potential STCCF award funding would be used.

The Family Liasian Program has been in operation for several years as part of the change over to the Charter designation. With funds from the McKinney-Vento program and non-profits in the Corvallis area, we have been able to provide necessary emergency supplies and other types of assistance to the low-income families in the Alsea Valley. We are seeing an increase in the numers of students and their families needing our help.

These are just some of the services we provide:

1. With the help of Alliance, we can provide up to \$250 in clothing vouchers (mostly coats shoes, and warmer pants for the winter.)
2. We provide backpacks with afterschool snacks and weekend breakfast foods.
3. Provide gas vouchers at \$20 per family to be able to make medical appointments, job-related activities/skills training as required by Oregon Employment, energy assistance evaluations, and the family's food shopping.
4. Assistance in enrolling student(s) in Pre-K.
5. Assistance with birth certificates, shot records, physicals, vaccines, sports physicals, etc.
6. Assistance with establishing Health Care, OHP, SNAP, TANF, etc.

To note: Alsea is a small, rural, unincorporated town. As such we do not have direct access to many financial opportunities afforded incorporated cities. We rely on Benton County as we are a service district to provide infrastructure coverage. While we have the services of a health navigator coming to the health clinic two days a week, we have no social services individual coming to Alsea. This puts a huge burden on the School's Family Liaison Program. The residents of Alsea and the school administration know the value of this program. We want to strengthen its operations and so we need to develop the resources for that. This is our first time reaching out to the Siletz Tribe to help.



## DETAILED PROJECT BUDGET

- The detailed budget must show the amounts to be expended for each line item of the project budget over the term of any STCCF award for each column of amount requested from STCCF and applicant share for Secured and Proposed matching funds.
- Attach cost estimate/quotes from vendor/contractors for equipment, construction, etc.
- Totals for rows and columns are auto-calculated from numbers entered.
- The TOTALS of two rows at bottom of page must match for application to be accepted.

Budget Items	C Requested from STCCF	Applicant Share		D TOTALS
(Include quantities and cost per item)		A Secured	B Proposed	
.10 FTE Program Coordinator		2,000.00		2,000.00
.10 FTE Fringe	0.00	600.00		600.00
Travel/Mileage	0.00	300.00		300.00
Direct Services Supplies	1,500.00	1100.00	2,500.00	5,100.00
1. Clothing/Outerwear/Shoes				0.00
2. Backpacks				0.00
3. OTC Medicines				0.00
Family Transport/Gas Vouchers	400.00			400.00
Food/backpack snacks	800.00		200.00	1,000.00
School Supplies	300.00			300.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
TOTALS from above:	3,000.00	4,000.00	2,700.00	9,700.00
TOTALS Project Budget (Pg 5):	3,000.00	4,000.00	2,700.00	9,700.00

**IF THE 2 ROWS OF TOTALS ABOVE DO NOT MATCH - CHECK ALL ENTRIES PAGES 5-6.  
THE 2 ROWS OF TOTALS MUST MATCH FOR APPLICATION TO BE ACCEPTABLE.**

**CERTIFICATION:**

By signing the application form, the signer certifies:

- The information provided is accurate and that any grant funds received will be used according to the stated purpose and any approved awarded purposes only.
- The organization will comply with all STCCF regulations and guidelines.
- STCCF funds will expend funding only for the purposes as stated in award notice.
- The organization will make reasonable efforts to publicly announce receipt of an STCCF award.
- The organization will provide the required evaluation report by the deadline.
- The organization will return all unexpended funds by the deadline, unless a written request is submitted and approved in advance of the deadline by the STCCF Advisory Board.
- The signatory has the authority to commit the organization to these conditions.

Applicant Signature	*	Date	1130/2022
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\* If submitting application online or by email, your email time stamp will be used as the signature. Always SAVE a digital copy for your records.

Preferred submission method: Submit Online or Email as attachment to:  
[stccf@live.com](mailto:stccf@live.com)

STCCF is not responsible for any technicalities resulting in the delay of submission by any deadline.

Mail or Fax are acceptable alternatives:

Siletz Tribal Charitable Contribution Fund  
 Confederated Tribes of Siletz Indians  
 PO Box 549  
 Siletz, OR 97380

FAX 541-444-2307

**NOTICE**

*Applications must be received no later than 4:30 pm on the date of application deadline. Late applications are not eligible for consideration. Quarterly deadlines are firm and final. Postmarks are not accepted.*

**STCCF ENCOURAGES A GREEN APPLICATION PROCESS!**

- Preferred method: Submit applications online or email to [stccf@live.com](mailto:stccf@live.com)
- Use double-sided copying if you need to submit a hardcopy by mail.
- Do not submit applications in report covers or binders of any type.
- Please reduce, recycle and reuse.
- Use environmentally-preferred paper which can often be purchased at little or no increase in cost. Look for these paper products specifications on the package when buying paper: highest feasible percentage of post-consumer recycled content, chlorine free bleaching process, and wood fiber certified by the Forest Stewardship Council and mercury-free pulping caustic.



16. Adjourn  
8:58PM

17. Key Dates and Calendar Updates:

Linn Benton Lincoln Legislative Summit - Dec. 13, 2022

Thursday, December 15th, the last day until January 3, 2023

Friday, December 16<sup>th</sup> through January 2, 2023 Christmas Break

Tuesday, December 20<sup>th</sup>, Fireside Chat

Friday, January 6, 2023, School in Session

Thursday, January 12, 2023, Regular School Board Meeting