Alsea School Board Meeting

Thursday, March 9, 2023 7:00 PM
Alsea School Library, 301 South 3rd Street, Alsea, OR 97324

1. **6:00 PM Executive Session**
   - **To consider the employment of a public officer, employee, staff member or individual agent. (ORS 192.660(2)(a))**
2. **6:30 PM Executive Session**
   - **To consult with counsel concerning current or possible litigation. (ORS 192.660(2)(h))**
3. **Call to Order**
4. **Flag Salute**
5. **Approval of the Agenda**
6. **Local Service Plan Presentation**
7. **Superintendent Report:**
   a. **Bond GMP Update- Chris and Nancy Giggy**
   b. **Aligning for Student Success - Aaron Miller**
   c. **Suicide Prevention Plan update - Haylie Rose**

Alsea School District Bond Projects
Construction Manager's Report

Report Date: March 1, 2023

GENERAL OVERVIEW

The work packages for the Electrical Upgrades and the Panel Room have been approved by the District and will be submitted to the County for permitting this week. Construction will begin the week of March 13th. That work is expected to be complete this summer except for the switch gear, which will be completed next summer.

The HVAC Upgrade GMP amendment has been received and will go before the school board next week for approval. That work will be completed this summer, when school is out. However the equipment will not be operational until next summer, when the electrical upgrade is completed.

VOC Building design is complete and permitted but is over budget and the VOC staff do not feel that it meets their needs. We are holding meetings with staff to refine the design.

PROJECT TEAM

No changes.

BUDGET

The updated Budget Summary for bond project revenue and expenses is attached. Comments on revenue and expense elements are noted below and will be updated each month as new contracts are committed.

Revenue

The current bond program revenue is $5.1 million including ESSER and general funds committed to the specific projects, plus the OSCIM grant that doubles the value of the bond amount.

Expenses

The "Current Budget" column in Expenses shows the projected costs matched to the revenue budget including owner's contingency.

The "Committed Costs" column shows the value of work that has been contracted so far.

The "Paid to-Date" column shows the value of work that has been paid for.

INTEGRITY MANAGEMENT SOLUTIONS LLC
18525 Van Horn Road, Alsea, Oregon 97324
(541) 452-1919 (541) 760-5885

SCHEDULE

An updated Master Schedule and Three Week Schedule were received today. We expect work for the Electrical Upgrade and Panel Room projects to begin the week of March 13. However, the final equipment for the Electrical Upgrade has a lead-time of about 1 year so work won't be completed until next summer. The Panel Room work should be complete this summer, and work on the other two packages should be completed by next summer. All work should be completed by the end of summer 2024.

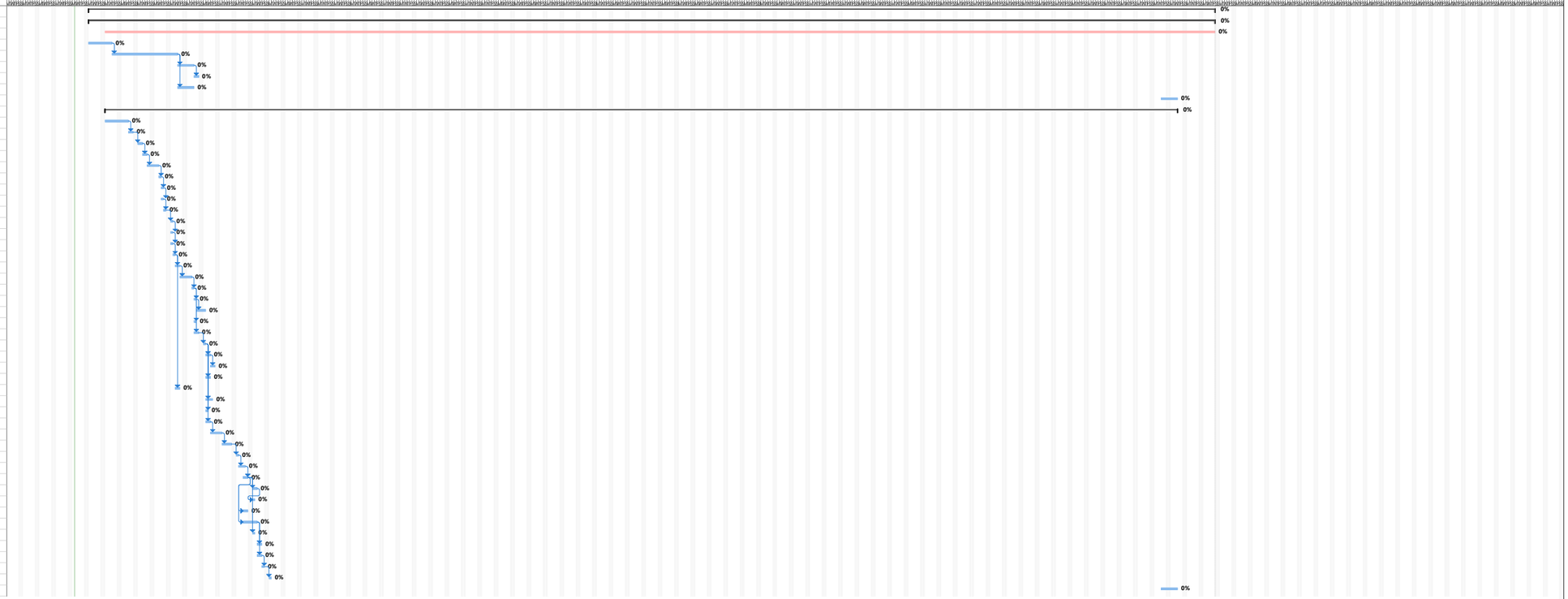
PROJECT-SPECIFIC ACTIVITY

Information in this section will be added when project construction begins.

COMMUNICATIONS

An announcement was made on Alsea social media that IMS was contracted in January to serve as the Owner's Representative and Project Manager for the bond program.

ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
1		**ALSEA PROJECTS**	**345 days**	**Mon 3/6/23**	**Fri 6/28/24**	
2		**Electrical Upgrade - BP #01**	**345 days**	**Mon 3/6/23**	**Fri 6/28/24**	
3		Order Equipment	340 days	Mon 3/13/23	Fri 6/28/24	
4		Mobilize	8 days	Mon 3/6/23	Wed 3/15/23	
5		Site Electrical	20 days	Thu 3/16/23	Wed 4/12/23	4
6		Generator Pad Subgrade	5 days	Thu 4/13/23	Wed 4/19/23	5
7		Generator Pad Pour	2 days	Thu 4/20/23	Fri 4/21/23	6
8		Asphalt Patching	5 days	Thu 4/13/23	Wed 4/19/23	5
9		Power up and test - Mech, Elec, Fire Alarm	5 days	Thu 6/6/24	Wed 6/12/24	
10		**Panel Room - BP #02**	**328 days**	**Mon 3/13/23**	**Wed 6/12/24**	
11		Site Utilities - Water/Sewer	8 days	Mon 3/13/23	Wed 3/22/23	
12		Demo Existing	2 days	Thu 3/23/23	Fri 3/24/23	11
13		Demo new doorway	2 days	Mon 3/27/23	Tue 3/28/23	12
14		Building Excavation	2 days	Wed 3/29/23	Thu 3/30/23	13
15		Concrete - Form Footing/Stemwall	3 days	Fri 3/31/23	Tue 4/4/23	14
16		Concrete - Pour/Strip Footing/Stemwall	1 day	Wed 4/5/23	Wed 4/5/23	15
17		Stemwall Insulation	1 day	Thu 4/6/23	Thu 4/6/23	16
18		Building Backfill	1 day	Thu 4/6/23	Thu 4/6/23	17FS-1 day
19		Concrete - Slab - Thickened Ftg - Excavation	1 day	Fri 4/7/23	Fri 4/7/23	18
20		Concrete Slab - Compaction	1 day	Mon 4/10/23	Mon 4/10/23	19
21		Vapor Barrier	1 day	Mon 4/10/23	Mon 4/10/23	20FS-1 day
22		Concrete Slab - Rebar	1 day	Mon 4/10/23	Mon 4/10/23	21FS-1 day
23		Concrete Slab - Place and Finish, Control Joints	1 day	Tue 4/11/23	Tue 4/11/23	22
24		Framing Walls	2 days	Wed 4/12/23	Thu 4/13/23	23
25		Framing - Roof	3 days	Fri 4/14/23	Tue 4/18/23	24
26		Framing - Pickup/Miscellaneous	1 day	Wed 4/19/23	Wed 4/19/23	25
27		Roof - Dry in	1 day	Thu 4/20/23	Thu 4/20/23	26
28		Roof - Roofing Placement	2 days	Fri 4/21/23	Mon 4/24/23	27
29		Walls - Windows	1 day	Thu 4/20/23	Thu 4/20/23	26
30		Walls - Doors	2 days	Thu 4/20/23	Fri 4/21/23	26
31		Walls - Dry in	1 day	Mon 4/24/23	Mon 4/24/23	30
32		Exterior Siding	2 days	Tue 4/25/23	Wed 4/26/23	31
33		Exterior Paint	2 days	Thu 4/27/23	Fri 4/28/23	32
34		Insulation	2 days	Tue 4/25/23	Wed 4/26/23	31
35		Utility Tie-in	2 days	Wed 4/12/23	Thu 4/13/23	23
36		Electrical - Rough	3 days	Tue 4/25/23	Thu 4/27/23	31
37		Plumbing - Rough	1 day	Tue 4/25/23	Tue 4/25/23	31
38		HVAC - Rough	2 days	Tue 4/25/23	Wed 4/26/23	31
39		Drywall - Hang	3 days	Thu 4/27/23	Mon 5/1/23	38
40		Drywall - Tape/Texture/Sand	4 days	Tue 5/2/23	Fri 5/5/23	39
41		Interior Doors	1 day	Mon 5/8/23	Mon 5/8/23	40
42		Interior Trim	3 days	Tue 5/9/23	Thu 5/11/23	41
43		Interior Paint	2 days	Thu 5/11/23	Fri 5/12/23	42FS-1 day
44		Flooring	2 days	Mon 5/15/23	Tue 5/16/23	43
45		Plumbing Trim	1 day	Mon 5/15/23	Mon 5/15/23	44FS-2 days
46		Mechanical Trim	2 days	Thu 5/11/23	Fri 5/12/23	43FS-2 days
47		Electrical Trim	4 days	Thu 5/11/23	Tue 5/16/23	43FS-2 days
48		Specialties	1 day	Mon 5/15/23	Mon 5/15/23	43
49		Touch Up Paint	2 days	Wed 5/17/23	Thu 5/18/23	47
50		Final Clean	2 days	Wed 5/17/23	Thu 5/18/23	47
51		Punch List	1 day	Fri 5/19/23	Fri 5/19/23	50
52		Punch Rework	1 day	Mon 5/22/23	Mon 5/22/23	51
53		Power up and test - Mech, Elec, Fire Alarm	5 days	Thu 6/6/24	Wed 6/12/24	



Critical, Critical Progress, Split, Manual Task, Finish-only, Baseline, Baseline Milestone, Summary Progress, Manual Summary, External Tasks, Inactive Task, Inactive Summary
Critical Split, Task, Task Progress, Start-only, Duration-only, Baseline Split, Milestone, Summary, Project Summary, External Milestone, Inactive Milestone, Deadline

EXHIBIT - A
GMP BUDGET SUMMARY

Alsea Bond Program - Bid Package 4 - HVAC Upgrade

01-Mar-2023 rev 2

Division Name		HVAC Upgrade	Subcontractor
General Conditions			
General Conditions		$ 20,000.00	CB Const, Inc
Existing Conditions			
Survey			
Demolition			
Concrete			
Concrete			
Gypcrete			
Masonry			
Masonry			
Metals			
Structural Steel			
Cold Formed Steel			
Miscellaneous Steel			
Wood, Plastics, and Composites			
Rough Carpentry			
Rough Carpentry			
Trusses			
Casework			
Casework			
Thermal and Moisture Protection			
Siding			
Siding			
Roofing, Flashing, Gutters		$ 21,500.00	Allowance
Insulation			
Insulation			
Openings			
HM Frames, Doors, Hardware			
HM Frames, Doors, Hardware			
Wood Frames, Doors, Hardware			
Aluminum Entrances, Glazing			
Windows			
Windows			
Sectional Doors			
Finishes			
Fin Carp/Misc Carp			
Gypsum Board, Acoustical Tile		$ 17,000.00	Allowance
Tile (NOT INCLUDED)			
Flooring			
Flooring			
Painting			
Painting			
Signage, Specialties			
Signage			
Specialties			
Equipment			
Equipment - Residential			
Equipment - Commercial			
Furnishings			
Window Coverings			
Casework			
Countertops			
Elevator			
Elevator			

EXHIBIT - A
GMP BUDGET SUMMARY

Alsea Bond Program - Bid Package 4 - HVAC Upgrade

01-Mar-2023 rev 2

Fire Suppression			
Fire Sprinkler System			
Plumbing			
Plumbing		$ 13,000.00	Allowance
Plumbing			
HVAC			
HVAC		$ 283,967.00	CJ Hansen
Electrical, Fire Alarm			
Electrical		$ 182,274.25	Santiam
Communications			
Communications			
Electronic Safety and Security			
Fire Alarm & Detection System (ABOVE)			
Earthwork and Excavation			
Earthwork and Excavation			
Exterior Improvements			
Asphalt			
Site Concrete			
Fencing, Gates			
Specialty Landscape Features			
Landscape			
Utilities			
Utilities		$ -	
	SUBTOTAL	$ 537,741.25	

	Rate		
Insurance, General Liability	**1.35%**	$ 8,049.34	
Payment/Performance Bond	1.22%	$ 7,283.56	
Washington B&O Tax	0.00%	$ -	
BOLI/Prevailing Wage Fee	0.00%	$ -	
State Tax	0.57%	$ 3,424.97	
Contingency	5.00%	$ 28,776.03	
Fee	3.25%	$ 19,021.44	
Scope Revisions			
CE 8 - Extended GC's		$ 2,556.24	CB Const - Cost is already marked up
	SUBTOTAL	$ 606,852.82	

Allowances - Summary	**$**	**51,500.00**

EXCLUSIONS

Building Permits	Building, Mechanical, Electrical, Plumbing Permits
Hazardous Materials	
Third Party Review	
Escalation Contingencies	

Changes - ASI's and added at meeting (2.1.23 Email)

2.1.23 OAC - HVAC VE revisions

Alsea School Bond Project Budget Summary - Updated March 6, 2023

Income

	Original Budget	Current Budget	Actual Income To-Date	Notes
Bond Sale	$ 2,100,000.00	$ 2,289,477.00	$ 2,289,477.00	Bond value $2.1M plus premium of $189,477
OSCIM Grant	$ 2,100,000.00	$ 2,100,000.00	$ -	Amount verified with State 1/23; contingent on spending this amount by 3/24
ESSER Funds	$ -	$ 233,120.00	$ -	ESSER II $68,520 (9/23) and ESSER III $164,600 (9/24)
Interest on Bond Proceeds	$ -			Value pending
Additional Funds	$ -	$ 474,500.00	$ 474,500.00	From Facilities budget in General Funds
Totals	**$ 4,200,000.00**	**$ 5,097,097.00**	**$ 2,763,977.00**	

Expenses

	Original Budget	Current Budget	Committed Costs	Paid To-Date	Notes
Construction Cost	$ 4,000,000.00	$ 4,370,000.00	$ 2,082,847.84	$ 428,799.00	Budget is based on available funds; committed costs are pending updated GMPs.
Design Fees		$ 282,551.00	$ 282,551.00	$ 182,779.00	6.2% of $4M construction budget including expenses; committed costs includes fees for geotech, survey and haz material study paid by Architect.
Consultant Fees		$ 35,000.00	$ 27,415.00	$ 7,154.00	Fees for soil testing, special inspections, commissioning and misc consulting.
Project Management		$ 62,000.00	$ 62,000.00	$ -	IMS not-to-exceed fee.
Permits & Fees		$ 10,000.00	$ 5,507.00	$ 5,507.00	Permit and site plan fee estimates; no SDCs per County.
Furnishings		$ -	$ -	$ -	No budget for VOC building furnishings, equipment, computers, etc. identified yet; may be funded by separate grant.
Other Project Costs		$ 114,861.00	$ 114,861.00	$ 114,861.00	Attorney, bank fees & advertising paid. Builder's risk insurance estimated.
Owner's Contingency		$ 222,685.00	NA	NA	For unforeseen costs based on current construction budget.
Totals	**$ 4,000,000.00**	**$ 5,097,097.00**	**$ 2,575,181.84**	**$ 739,100.00**	

Alsea School Bond Project Expense Details

Committed Cost To-Date

Organization	Construction	Design	Consultants	Project Mgmt	Permits & Fees	Furnishings	Other	Description
Ball Janik							$ 6,750.00	Bond attorney
Benton County					$ 5,507.00			Permits
BMO							$ 1,820.00	Bond Use Permit
Consumers Power	$ 57,460.00							Utility fees & transformer; paid in full
CB Construction - Preconstruction	$ 9,145.26							General contractor - preconstruction; minus math error in page 1 of 12/22 pay app
CB Construction - Restrooms	$ 237,557.00							General contractor - "student restrooms"; $4,040 unbilled
CB Construction - Panel Room	$ 312,906.26							General contractor - GMP executed 2/13/23
CB Construction - VOC Building	$ 113,061.47							General contractor - value shown is work billed 12/22; pending GMP
CB Construction - Power Upgrade	$ 745,865.03							General contractor - GMP executed 2/13/23
CB Construction - HVAC Upgrade	$ 606,852.82							General contractor - GMP to be executed 3/9
FEI - Soil Testing			$ 1,164.00					Soil sample lab fees
FEI - Special Inspections			$ 1,161.00					Special inspections for Panel Room; other work pending
Foundation Engineering			$ 1,320.00					Geotechnical engineering; most paid thru Straightline
HMK			$ 4,670.00					Misc. consulting
IMS				$ 62,000.00				Project management
Interface			$ 19,100.00					Commissioning for HVAC & Electrical Upgrade
S&P Global							$ 12,250.00	Rating for bond sale
Straightline Architects		$ 282,551.00						Design - fees & expenses at 6.2% of $4M per Straightline 12/22 invoice; plus geotech and other consultants paid on behalf of District
"Other Bond Issuance Costs"							$ 94,041.00	Bond costs
Totals	$ 2,082,847.84	$ 282,551.00	$ 27,415.00	$ 62,000.00	$ 5,507.00	$ -	$ 114,861.00	

Total Committed To-Date = $ 2,575,181.84

Paid To-Date

Organization	Construction	Design	Consultants	Project Mgmt	Permits & Fees	Furnishings	Other
Ball Janik							$ 6,750.00
Benton County					$ 5,507.00		
BMO							$ 1,820.00
Consumers Power	$ 57,460.00						
CB Construction	$ 371,339.00						
FEI Testing			$ 1,164.00				
Foundation Engineering			$ 1,320.00				
HMK			$ 4,670.00				
IMS							
Interface							
S&P Global							$ 12,250.00
Straightline Architects		$ 182,779.00					
"Other Bond Issuance Costs"							$ 94,041.00
Totals	$ 428,799.00	$ 182,779.00	$ 7,154.00	$ -	$ 5,507.00	$ -	$ 114,861.00

Total Actual Cost To-Date = $ 739,100.00

DRAFT

Alsea School District - 7J
Bond Program
Alsea, Oregon

Orange = Phase 1
Blue = Phase 2
Green = Phase 3

3.1/2023

	BP 1 - Power Upgrade	Activity	Resp. / Subcontractor	MARCH 27	28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
				M	T	W	TH	F	SA	SU	M	T	W	TH	F	SA	SU	M	T	W	TH	F	SA	SU	M	T	W	TH	F	SA	SU	M	T	W	TH	F	SA	SU	M	T	W	TH	F	SA	SU	M	T	W	TH	F	SA	SU
	Mobilize		Huges Excavation															X	X																																	
	Survey																			X	X																															
	Set Temp Fence																					X																													
	CP - demo / reconfigure																								X	X	X	X																							
	Excavate TX / Trenches																												X			X	X	X																	
	Set Vault, Conduit																																		X																
	Inspections																																		X	X				X											
	Backfill																																																		
	Pull conductors to Pump																																																	
	CP - hot up TX line																																																	
	CP - test pump gear																																																	
	PAUSE - wait for new gear																																																	
	Remove Temp Fence																																																	
	BP 2 - Panel Room																																																	
	Mobilize																	X																																	
	Survey																		X																																
	Set Temp Fence																			X																														
	Grade "plaza" for concrete																				X	X																												
	Reset U/G Tank Fill Cover																								X	X	X																							
	form																											X	X																					
	Reinforce																															X	X	X																
	Inspect																																		X																
	Place and Finish Flatwork																																			X				X	X	X								
	Haz Mat sample / report																																																

GMP Exhibit - C

HVAC Upgrade

6.12.2024

ID	Task Mode	Task Name	Duration	Start	Finish	Predecessors
1		**ALSEA PROJECTS**	**343 days**	**Mon 2/20/23**	**Wed 6/12/24**	
2		**Electrical Upgrade - BP #01**	**343 days**	**Mon 2/20/23**	**Wed 6/12/24**	
3		Order Equipment	340 days	Mon 2/20/23	Fri 6/7/24	
4		Mobilize	8 days	Mon 3/6/23	Wed 3/15/23	
5		Site Electrical	20 days	Thu 3/16/23	Wed 4/12/23	4
6		Generator Pad Subgrade	5 days	Thu 4/13/23	Wed 4/19/23	5
7		Generator Pad Pour	2 days	Thu 4/20/23	Fri 4/21/23	6
8		Asphalt Patching	5 days	Thu 4/13/23	Wed 4/19/23	5
9		Power up and test - Mech, Elec, Fire Alarm	5 days	Thu 6/6/24	Wed 6/12/24	
10		**Panel Room - BP #02**	**343 days**	**Mon 2/20/23**	**Wed 6/12/24**	
11		Site Utilities - Water/Sewer	8 days	Mon 2/20/23	Wed 3/1/23	
12		Demo Existing	2 days	Thu 3/2/23	Fri 3/3/23	11
13		Demo new doorway	2 days	Mon 3/6/23	Tue 3/7/23	12
14		Building Excavation	2 days	Wed 3/8/23	Thu 3/9/23	13
15		Concrete - Form Footing/Stemwall	3 days	Fri 3/10/23	Tue 3/14/23	14
16		Concrete - Pour/Strip Footing/Stemwall	1 day	Wed 3/15/23	Wed 3/15/23	15
17		Stemwall Insulation	1 day	Thu 3/16/23	Thu 3/16/23	16
18		Building Backfill	1 day	Thu 3/16/23	Thu 3/16/23	17FS-1 day
19		Concrete - Slab - Thickened Ftg - Excavation	1 day	Fri 3/17/23	Fri 3/17/23	18
20		Concrete Slab - Compaction	1 day	Mon 3/20/23	Mon 3/20/23	19
21		Vapor Barrier	1 day	Mon 3/20/23	Mon 3/20/23	20FS-1 day
22		Concrete Slab - Rebar	1 day	Mon 3/20/23	Mon 3/20/23	21FS-1 day
23		Concrete Slab - Place and Finish, Control Joints	1 day	Tue 3/21/23	Tue 3/21/23	22
24		Framing Walls	2 days	Wed 3/22/23	Thu 3/23/23	23
25		Framing - Roof	3 days	Fri 3/24/23	Tue 3/28/23	24
26		Framing - Pickup/Miscellaneous	1 day	Wed 3/29/23	Wed 3/29/23	25
27		Roof - Dry in	1 day	Thu 3/30/23	Thu 3/30/23	26
28		Roof - Roofing Placement	2 days	Fri 3/31/23	Mon 4/3/23	27
29		Walls - Windows	1 day	Thu 3/30/23	Thu 3/30/23	26
30		Walls - Doors	2 days	Thu 3/30/23	Fri 3/31/23	26
31		Walls - Dry in	1 day	Mon 4/3/23	Mon 4/3/23	30
32		Exterior Siding	2 days	Tue 4/4/23	Wed 4/5/23	31
33		Exterior Paint	2 days	Thu 4/6/23	Fri 4/7/23	32
34		Insulation	2 days	Tue 4/4/23	Wed 4/5/23	31
35		Utility Tie-in	2 days	Wed 3/22/23	Thu 3/23/23	23
36		Electrical - Rough	3 days	Tue 4/4/23	Thu 4/6/23	31
37		Plumbing - Rough	1 day	Tue 4/4/23	Tue 4/4/23	31
38		HVAC - Rough	2 days	Tue 4/4/23	Wed 4/5/23	31
39		Drywall - Hang	3 days	Thu 4/6/23	Mon 4/10/23	38
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48		Specialties	1 day	Mon 4/24/23	Mon 4/24/23	43
49		Touch Up Paint	2 days	Wed 4/26/23	Thu 4/27/23	47
50		Final Clean	2 days	Wed 4/26/23	Thu 4/27/23	47
51		Punch List	1 day	Fri 4/28/23	Fri 4/28/23	50
52		Punch Rework	1 day	Mon 5/1/23	Mon 5/1/23	51
53		Power up and test - Mech, Elec, Fire Alarm	5 days	Thu 6/6/24	Wed 6/12/24	
54		**VOC Building - BP #03**	**313 days**	**Mon 4/3/23**	**Wed 6/12/24**	
55		Building Excavation	5 days	Mon 4/3/23	Fri 4/7/23	
56		Concrete - Form Footing/Stemwall	6 days	Mon 4/10/23	Mon 4/17/23	55
57		Concrete - Pour/Strip Footing/Stemwall	3 days	Tue 4/18/23	Thu 4/20/23	56
58		Stemwall Insulation	4 days	Fri 4/21/23	Wed 4/26/23	57
59		Building Backfill	8 days	Thu 4/27/23	Mon 5/8/23	58
60		Concrete - Slab - Thickened Ftg, Plumbing, Electrical - Excavation	5 days	Tue 5/9/23	Mon 5/15/23	59
61		Underslab Plumbing	4 days	Tue 5/16/23	Fri 5/19/23	60
62		Underslab Electrical	4 days	Tue 5/16/23	Fri 5/19/23	60
63		Concrete Slab - Compaction	4 days	Mon 5/22/23	Thu 5/25/23	62
64		Vapor Barrier	4 days	Fri 5/26/23	Wed 5/31/23	63
65		Concrete Slab - Rebar	4 days	Thu 6/1/23	Tue 6/6/23	64
66		Concrete Slab - Place and Finish, Control Joints	2 days	Wed 6/7/23	Thu 6/8/23	65
67		Framing - First Floor	20 days	Fri 6/9/23	Thu 7/6/23	66
68		Framing - Second Floor	6 days	Fri 7/7/23	Fri 7/14/23	67
69		Framing - Roof	12 days	Mon 7/17/23	Tue 8/1/23	68
70		Framing - Pickup/Miscellaneous	4 days	Wed 8/2/23	Mon 8/7/23	69
71		Roof - Dry in	8 days	Wed 8/2/23	Fri 8/11/23	69
72		Roof - Roofing Placement	4 days	Mon 8/14/23	Thu 8/17/23	71
73		Walls - Windows	6 days	Wed 8/2/23	Wed 8/9/23	69
74		Walls - Doors	4 days	Tue 8/8/23	Fri 8/11/23	70
75		Walls - Dry in	4 days	Mon 8/14/23	Thu 8/17/23	71
76		Exterior Siding	15 days	Fri 8/18/23	Thu 9/7/23	72
77		Exterior Paint	5 days	Thu 8/10/23	Wed 8/16/23	73
78		Insulation	8 days	Fri 9/1/23	Tue 9/12/23	75,80,81,82
79		Utility Tie-in	12 days	Fri 9/8/23	Mon 9/25/23	76
80		Electrical - Rough	10 days	Fri 8/18/23	Thu 8/31/23	75
81		Plumbing - Rough	6 days	Fri 8/18/23	Fri 8/25/23	75
82		HVAC - Rough	10 days	Fri 8/18/23	Thu 8/31/23	75
83		Drywall - Hang	7 days	Fri 9/1/23	Mon 9/11/23	82
84		Drywall - Tape/Texture/Sand	14 days	Tue 9/12/23	Fri 9/29/23	83
85		Interior Doors	8 days	Mon 10/2/23	Wed 10/11/23	84
86		Interior Trim	10 days	Thu 10/12/23	Wed 10/25/23	85
87		Interior Paint	6 days	Thu 10/26/23	Thu 11/2/23	86
88		Cabinets	5 days	Fri 11/3/23	Thu 11/9/23	87
89		Flooring	10 days	Fri 11/10/23	Thu 11/23/23	88
90		Countertops	5 days	Fri 11/3/23	Thu 11/9/23	87
91		Plumbing Trim	4 days	Fri 11/24/23	Wed 11/29/23	89
92		Mechanical Trim	8 days	Fri 11/24/23	Tue 12/5/23	89
93		Electrical Trim	10 days	Fri 11/24/23	Thu 12/7/23	89
94		Specialties	2 days	Fri 12/8/23	Mon 12/11/23	93
95		Appliances	1 day	Tue 12/12/23	Tue 12/12/23	94
96		Touch Up Paint	2 days	Wed 12/13/23	Thu 12/14/23	95
97		FinalClean	10 days	Fri 12/15/23	Thu 12/28/23	96
98		Punch List	1 day	Fri 12/29/23	Fri 12/29/23	97
99		Punch Rework	4 days	Mon 1/1/24	Thu 1/4/24	98
100		Power up and test - Mech, Elec, Fire Alarm	5 days	Thu 6/6/24	Wed 6/12/24	
101		**HVAC Upgrade - BP #04**	**75 days**	**Mon 4/3/23**	**Fri 7/14/23**	
102		Demo	10 days	Mon 4/3/23	Fri 4/14/23	
103		Electrical Wiriong	25 days	Mon 4/17/23	Fri 5/19/23	102
104		HVAC Install	40 days	Mon 5/22/23	Fri 7/14/23	103

Project: Alsea School - Master S
Date: Thu 2/9/23

Task · Split · Milestone · Summary · Project Summary · Inactive Task · Inactive Milestone · Inactive Summary · Manual Task · Duration-only · Manual Summary Rollup · Manual Summary · Start-only · Finish-only · External Tasks · External Milestone · Deadline · Progress · Manual Progress

CB Const, Inc

EXHIBIT - B
GC DISTRIBUTION

2/10/2023

			BP - 4
	GENERAL CONDITIONS		HVAC Upgrades
	Project Executiver	$	-
	Project Manager	$	5,662.03
	Superintendent	$	10,728.06
	Office Supplies		
	Travel/Fuel	$	480.39
	Lodging		
	Mobilization		
	Project Software		
	Temp Fence	$	49.07
	Temp Project Signage	$	84.12
	Temp Toilets	$	53.08
	Dust Control		
	Temp Utilities	$	199.43
	Cleanup		
	Debris Removal	$	288.52
	Safety	$	54.96
	Record Documents		
	Warranty		
	Punchlist		
	Final Cleaning		
	Vehicles		
	Job Trailer	$	475.96
	Tool Trailer		
	Connex		
	Rental Equipment	$	851.18
	Shop Charges	$	1,073.21
	Small Tools		
	SUBTOTAL	$	20,000.00

EXHIBIT - A
GMP BUDGET SUMMARY

Alsea Bond Program - Bid Package 4 - HVAC Upgrade

01-Mar-2023 rev 2

Division Name		HVAC Upgrade	Subcontractor
General Conditions			
General Conditions		$ 20,000.00	CB Const, Inc
Existing Conditions			
Survey			
Demolition			
Concrete			
Concrete			
Gypcrete			
Masonry			
Masonry			
Metals			
Structural Steel			
Cold Formed Steel			
Miscellaneous Steel			
Wood, Plastics, and Composites			
Rough Carpentry			
Rough Carpentry			
Trusses			
Casework			
Casework			
Thermal and Moisture Protection			
Siding			
Siding			
Roofing, Flashing, Gutters		$ 21,500.00	Allowance
Insulation			
Insulation			
Openings			
HM Frames, Doors, Hardware			
HM Frames, Doors, Hardware			
Wood Frames, Doors, Hardware			
Aluminum Entrances, Glazing			
Windows			
Windows			
Sectional Doors			
Finishes			
Fin Carp/Misc Carp			
Gypsum Board, Acoustical Tile		$ 17,000.00	Allowance
Tile (NOT INCLUDED)			
Flooring			
Flooring			
Painting			
Painting			
Signage, Specialties			
Signage			
Specialties			
Equipment			
Equipment - Residential			
Equipment - Commercial			
Furnishings			
Window Coverings			
Casework			
Countertops			
Elevator			
Elevator			

EXHIBIT - A
GMP BUDGET SUMMARY

Alsea Bond Program - Bid Package 4 - HVAC Upgrade

01-Mar-2023 rev 2

Fire Suppression			
Fire Sprinkler System			
Plumbing			
Plumbing		$ 13,000.00	Allowance
Plumbing			
HVAC			
HVAC		$ 283,967.00	CJ Hansen
Electrical, Fire Alarm			
Electrical		$ 182,274.25	Santiam
Communications			
Communications			
Electronic Safety and Security			
Fire Alarm & Detection System (ABOVE)			
Earthwork and Excavation			
Earthwork and Excavation			
Exterior Improvements			
Asphalt			
Site Concrete			
Fencing, Gates			
Specialty Landscape Features			
Landscape			
Utilities			
Utilities		$ -	
	SUBTOTAL	$ 537,741.25	

	Rate		
Insurance, General Liability	**1.35%**	$ 8,049.34	
Payment/Performance Bond	1.22%	$ 7,283.56	
Washington B&O Tax	0.00%	$ -	
BOLI/Prevailing Wage Fee	0.00%	$ -	
State Tax	0.57%	$ 3,424.97	
Contingency	5.00%	$ 28,776.03	
Fee	3.25%	$ 19,021.44	
Scope Revisions			
CE 8 - Extended GC's		$ 2,556.24	CB Const - Cost is already marked up
	SUBTOTAL	$ 606,852.82	

Allowances - Summary	**$**	**51,500.00**

EXCLUSIONS

Building Permits	Building, Mechanical, Electrical, Plumbing Permits
Hazardous Materials	
Third Party Review	
Escalation Contingencies	

Changes - ASI's and added at meeting (2.1.23 Email)

2.1.23 OAC - HVAC VE revisions

AIA® Document A133® – 2019 Exhibit A

Guaranteed Maximum Price Amendment

This Amendment dated the 6th day of March in the year 2023 , is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 1st day of August in the year 2022 (the "Agreement")
(In words, indicate day, month, and year.)

for the following **PROJECT:**
(Name and address or location)

Alsea S.D. 7J Building Renovations & Additions
HVAC Upgrade
Alsea, OR

THE OWNER:
(Name, legal status, and address)

Alsea School District 7J
301 S Third Street
Alsea, OR 97324

THE CONSTRUCTION MANAGER:
(Name, legal status, and address)

CB Const, Inc
1202 Adams Avenue
La Grande, OR 97850

TABLE OF ARTICLES

A.1 GUARANTEED MAXIMUM PRICE

A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

ARTICLE A.1 GUARANTEED MAXIMUM PRICE

§ A.1.1 Guaranteed Maximum Price

Pursuant to Section 3.2.6 of the Agreement, the Owner and Construction Manager hereby amend the Agreement to establish a Guaranteed Maximum Price. As agreed by the Owner and Construction Manager, the Guaranteed Maximum Price is an amount that the Contract Sum shall not exceed. The Contract Sum consists of the Construction Manager's Fee plus the Cost of the Work, as that term is defined in Article 6 of the Agreement.

§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed ($ 606,852.82

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), subject to additions and deductions by Change Order as provided in the Contract Documents.

§ A.1.1.2 Itemized Statement of the Guaranteed Maximum Price. Provided below is an itemized statement of the Guaranteed Maximum Price organized by trade categories, including allowances; the Construction Manager's contingency; alternates; the Construction Manager's Fee; and other items that comprise the Guaranteed Maximum Price as defined in Section 3.2.1 of the Agreement.
(Provide itemized statement below or reference an attachment.)

Per attached Exhibit A – Budget Summary and Exhibit B – General Conditions Distribution

§ A.1.1.3 The Construction Manager's Fee is set forth in Section 6.1.2 of the Agreement.

§ A.1.1.4 The method of adjustment of the Construction Manager's Fee for changes in the Work is set forth in Section 6.1.3 of the Agreement.

§ A.1.1.5 Alternates
§ A.1.1.5.1 Alternates, if any, included in the Guaranteed Maximum Price:

(Table deleted)
None at this time.

§ A.1.1.5.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Exhibit A. Upon acceptance, the Owner shall issue a Modification to the Agreement.
(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)

Item	Price	Conditions for Acceptance

§ A.1.1.6 Unit prices, if any:
(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price per Unit ($0.00)

ARTICLE A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
§ A.2.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[ ] The date of execution of this Amendment.

[X] Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

Date of commencement to occur 2 weeks from issuance of Notice to Proceed.

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of execution of this Amendment.

§ A.2.2 Unless otherwise provided, the Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Substantial Completion of the Work. The Contract Time shall be measured from the date of commencement of the Work.

§ A.2.3 Substantial Completion
§ A.2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Construction Manager shall achieve Substantial Completion of the entire Work:
(Check one of the following boxes and complete the necessary information.)

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[X] Not later than 6.12.24 (To be determined based on Electrical material lead times) calendar days from the date of commencement of the Work.

[ ] By the following date:

(Table deleted)
(Paragraph deleted)
§ A.2.3.3 If the Construction Manager fails to achieve Substantial Completion as provided in this Section A.2.3, liquidated damages, if any, shall be assessed as set forth in Section 6.1.6 of the Agreement.

ARTICLE A.3 INFORMATION UPON WHICH AMENDMENT IS BASED
§ A.3.1 The Guaranteed Maximum Price and Contract Time set forth in this Amendment are based on the Contract Documents and the following:

§ A.3.1.1 The following Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

§ A.3.1.2 The following Specifications:
(Either list the Specifications here, or refer to an exhibit attached to this Amendment.)

100% ALSEA K-12 HVAC SPECIFICATION – 9-22-22

Section	Title	Date	Pages

§ A.3.1.3 The following Drawings:
(Either list the Drawings here, or refer to an exhibit attached to this Amendment.)

100% ALSEA K-12 HVAC DRAWINGS – 9-22-22
ASI tbd – VE options from OAC Meetings 2.1.23 and 2.8.23 – Equipment (Split Systems, RTU-1).

Number	Title	Date

(Table deleted)
(Paragraphs deleted)
(Table deleted)
(Paragraphs deleted)
§ A.3.1.6 Assumptions and clarifications, if any, upon which the Guaranteed Maximum Price is based:
(Identify each assumption and clarification.)

As listed at the bottom of Exhibit A
CJ Hansen proposal dated 2.27.23 – Hitachi Option; Santian Electric proposal dated 1.31.23

§ A.3.1.7 The Guaranteed Maximum Price is based upon the following other documents and information:
(List any other documents or information here, or refer to an exhibit attached to this Amendment.)

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ARTICLE A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

§ A.4.1 The Construction Manager shall retain the consultants, contractors, design professionals, and suppliers, identified below:

(List name, discipline, address, and other information.)

This Amendment to the Agreement entered into as of the day and year first written above.

OWNER *(Signature)*	**CONSTRUCTION MANAGER** *(Signature)*
Sean Gallagher, Superintendent	Derek Howard, PE, Owner
(Printed name and title)	*(Printed name and title)*

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Additions and Deletions Report for

AIA® Document A133® – 2019 Exhibit A

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 17:20:00 PT on 03/06/2023.

PAGE 1

This Amendment dated the 6th day of March in the year 2023 , is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 1st day of August in the year 2022 (the "Agreement")

...

Alsea S.D. 7J Building Renovations & Additions
HVAC Upgrade
Alsea, OR

...

Alsea School District 7J
301 S Third Street
Alsea, OR 97324

...

CB Const, Inc
1202 Adams Avenue
La Grande, OR 97850

...

§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed ($ 606,852.82

PAGE 2

Per attached Exhibit A – Budget Summary and Exhibit B – General Conditions Distribution

...

~~**Item**~~ ~~**Price**~~

None at this time.

...

[**X**] Established as follows:

...

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Date of commencement to occur 2 weeks from issuance of Notice to Proceed.

PAGE 3

[X] Not later than 6.12.24 (To be determined based on Electrical material lead times) calendar days from the date of commencement of the Work.

...

~~**§ A.2.3.2** Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Construction Manager shall achieve Substantial Completion of such portions by the following dates:~~

~~**Portion of Work** **Substantial Completion Date**~~

...

100% ALSEA K-12 HVAC SPECIFICATION – 9-22-22

...

100% ALSEA K-12 HVAC DRAWINGS – 9-22-22
ASI tbd – VE options from OAC Meetings 2.1.23 and 2.8.23 – Equipment (Split Systems, RTU-1).

...

~~**§ A.3.1.4** The Sustainability Plan, if any:~~
~~*(If the Owner identified a Sustainable Objective in the Owner's Criteria, identify the document or documents that comprise the Sustainability Plan by title, date and number of pages, and include other identifying information. The Sustainability Plan identifies and describes the Sustainable Objective; the targeted Sustainable Measures; implementation strategies selected to achieve the Sustainable Measures; the Owner's and Construction Manager's roles and responsibilities associated with achieving the Sustainable Measures; the specific details about design reviews, testing or metrics to verify achievement of each Sustainable Measure; and the Sustainability Documentation required for the Project, as those terms are defined in Exhibit C to the Agreement.)*~~

~~**Title** **Date** **Pages**~~

~~Other identifying information:~~

~~**§ A.3.1.5** Allowances, if any, included in the Guaranteed Maximum Price:~~
~~*(Identify each allowance.)*~~

~~**Item** **Price**~~

...

As listed at the bottom of Exhibit A
CJ Hansen proposal dated 2.27.23 – Hitachi Option; Santian Electric proposal dated 1.31.23

PAGE 4

Sean Gallagher, Superintendent Derek Howard, PE, Owner

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Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Derek Howard, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 17:20:00 PT on 03/06/2023 under Order No. 2114349450 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A133™ – 2019 Exhibit A, Guaranteed Maximum Price Amendment, other than those additions and deletions shown in the associated Additions and Deletions Report.

_____

(Signed)

_____

(Title)

_____

(Dated)

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Suicide Prevention Plan Update

To address: What does staff suicide prevention training and k-12 suicide prevention curriculum look like for Alsea School District?

Staff training update:

- Working with LBLESD to schedule QPR (Question, Persuade, Respond) training for all district staff. Was scheduled for Friday, Feb 24th staff PD (canceled for snow day). Looking to reschedule for a later date.

K-12 curriculum:

- Working with Kristina Wonderly and Maureen Stair (LBLESD social emotional & behavioral health facilitator) to address Adi's Act (Senate Bill 52- suicide prevention in Oregon Schools). We are also working with Lines 4 Life contacts in Benton County to help establish our preventive services for Alsea Schools.
- Need to look at SEL/suicide prevention curriculum for k-12- more specifically at elementary/middle school level.
- Need to stablish SEL/suicide prevention team to evaluate curriculum- There has been interest from additional Alsea staff members that want to take part. Open to parents, staff, community input and involvement.

Alsea SD IG Application Question #1

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. ***(500 words or less)***

Needs Assessment Process

Alsea School District's Needs Assessment was developed with a district team and based on review and analysis of input provided from community engagement activities and disaggregated District data on student achievement, program participation and opportunity. At each step, particular attention was placed on focal student groups, and their needs.

High-Level Results

The high-level results of this Needs Assessment are the following Outcomes, Strategies and Actions that "Align for Alsea School District's Student Success" through Integrated Guidance of the six ODE Initiatives.

Outcomes-

- *Ensure Success For ALL Students*
- *Increase graduation supports for ALL high school students, with particular attention to 9th Graders and Seniors*
- *Increase Career and Technical Education (CTE) opportunities*
- *Provide effective Social/Emotional Learning opportunities that meet mental health needs of ALL students*

Strategies-

- *Maintain current programs and staffing supported by Student Investment Account (SIA) and High School Success (HSS/Measure 98) dollars.*
- *Increase supports for CTE, Counseling and On-Track Graduation programs*

Actions

- *Fund 2 Teachers, a CTE Teacher, Counseling services, Educational Assistants, materials, Advanced Course support, and professional development for program implementation.*

Data Sources

- Community Engagement Activities
  - Surveys specifically targeting Students, Staff, Parents and the Community
  - Outreach to Career and Technical Education Regional Coordinator, including attendance at Regional CTE Integrated Guidance Workshop
  - Student Empathy Interviews
    - Focal Group Students were specifically and intentionally included as interview participants

- Data Review and Analysis
    - Data sharing student outcomes and achievement was pulled from the Oregon Department of Education District website, as well as ODE's data dashboard that was made available on the NW Regional ESD's website.
        - Specific, disaggregated focal student group data was mined from these sources.
    - Review of current programs in place through SIA and HSS expenditures
    - Review of data received through recent Community Engagement activities

- Developing Outcomes, Strategies and Activities
    - Share the process your team used to develop OSA
    - Specific focal student group consideration

The data and information listed above informed our district's equity-based decision making in the following ways:

- *Share the ways you.....*
    - *The representative district "Team" included administrators and staff members from the elementary, middle and high school, as well as support from the CTE Regional Coordinator and ESD Integrated Guidance Liaison.*
    - *The underperformance of focal group students was recognized through review of data and was discussed as part of the development of this plan's Outcomes, Strategies and Activities.*
    - *ALL viewpoints and perspectives were attempted to be obtained through Community Engagement activities, by sending surveys to ALL parents, making surveys available to the Community on-line and in person, having ALL students and staff participate in the survey, as well as specifically selecting focal group students to provide input for the Needs Assessment process.*
    - *While some student data was inconsistent or non-existent due to past reporting issues, it was reviewed and utilized by the district team as it considered development of its Outcomes, Strategies and Actions.*

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. ***(500 words or less)***

Our plan was based from Needs identified by the surveys of community, student and staff, student interviews, district and data review. This Needs Assessment produced the following ***Outcomes*** *that follow our* ***Strategies*** *and* ***Actions*** *that "Align for Alsea School District's Student Success".*

Outcomes-

- *Ensure Success For ALL Students* ***MONITORED BY*** *attendance, state assessments*
- *Increase graduation supports for ALL high school students, with particular attention to 9th Graders and Seniors* ***MONITORED BY*** *9th grade on Track data, attendance, graduation rates, 5th year completer rates, MTSS data, RTI data*
- *Increase Career and Technical Education (CTE) opportunities* ***MONITORED BY*** *having an approved POS in Forestry*
- *Provide effective Social/Emotional Learning opportunities that meet mental health needs of ALL students* ***MONITORED BY*** *attendance data, MTSS data, RTI data*

Strategies-

- *Maintain current programs and staffing supported by Student Investment Account (SIA) and High School Success (HSS/Measure 98) dollars.*
- *Increase supports for CTE, Counseling and On-Track Graduation programs*

Actions

- *Fund 2 Elem Teachers to reduce/keep class size small*
- *Fund 1.0 CTE Teacher in Forestry*
- *Fund .5 Counselor,*
- *Educational Assistants to provide RTI support*
- *Educational and curriculum materials*
- *Advanced Courses support*
- *Professional Development for program implementation*

Equity Advanced

(250 words or less per question)

- What strengths do you see in your district or school in terms of equity and access?

  Alsea School District has many strengths in terms of equity and access to educational opportunities for ALL students.

  - ALL high school students have access and scheduled time with the Counselor to discuss and access class, program and future opportunities that will maximize their success.

  - Master scheduling minimizes access barriers for high level core and enrichment instruction,

  - On-line education options are available for students to access high level core and elective classes when there are barriers to traditional course offerings.

  - Students at risk are offered tutorial time with licensed staff after school, with transportation provided.

- What needs were identified in your district or school in terms of equity and access?

  Alsea does have needs in terms of strengthening equity and access to educational opportunities for ALL students.

  - Overall student participation and achievement data shows that we need a higher participation rate to break out data related to student focal groups.

- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

Alsea School District did consider all subgroups and focal groups when working through the Integrated Guidance process, but a formal Equity Lens adopted by the Board was not utilized.

- Describe how you used this tool in your planning.

Alsea School District did consider all subgroups and focal groups when working through the Integrated Guidance process, but a formal Equity Lens adopted by the Board was not utilized.

- District Community Engagement participation – The District participants developing our Aligning for Student Success Plan included Students, classified, licensed and administrative staff as well as representative community members who are parents, partners, and have vested

interests in our students, including those who are part of focal student groups via empathy interviews, surveys, Board meetings and Fireside Chats.

- Focal Group information was shared at each Community Engagement activity prior to discussion and input.

- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.
  Use of these funds will have significant academic impact for ALL our students, including those in focal student groups. The following strategies and activities have been, and/or will be, implemented to support reaching desired outcomes as developed through our Needs Assessment process:
  - Strategy or Activity 1 (Hiring a Counselor) - This position will be funded using HSS dollars. Adding a Counselor addresses the need to provide students a better understanding of opportunities available to them following graduation, and what they need to do in high school to prepare themselves for those opportunities. ALL students will have access to the Counselor through scheduled appointments as well as teaching Advisory classes.
  - Strategy or Activity 2 (Providing stronger, more robust, MTSS process through PD training and scheduling) - These activities will be funded using EIIS dollars. These funds will provide professional development activities for all Elementary Teachers and all Elementary Instructional Assistants who support student reading development to effectively utilize weekly PD meetings to impact student learning and growth. It also provides funding to support the dedicated time to facilitate PD meetings.

- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

Choices being made to support student growth and achievement through the Integrated Guidance process by Alsea have great potential to impact focal students' ability to meet Longitudinal Performance Growth targets. A barrier is how to ensure those targets are realistic and are used to impact student growth.

- Strategy or Activity 1 - Work with ODE to develop targets and strategies for LPGTs
- Strategy or Activity 2 - Utilize PD time to develop teachers understanding and effectiveness at using data and LPGTs to impact student learning

- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?
  - Transportation (including an after school activity bus) is provided for ALL students
  - Free Breakfast and Lunch are provided for ALL students
  - Alsea utilizes the following supports to provide information to children, youth and families navigating homelessness.
    - Family Outreach Coordinator provides support for students through direct services, and support for staff through trainings, that are trauma-informed and sensitive to the special needs of homeless students and families.
    - Title I set-aside dollars

CTE Focus (ASK DALE MOON FOR SUPPORT)

- What strengths do you see in your CTE Programs of Study in terms of equity and access?
    - Our Forestry program of study is currently in the development and implementation stage. This positions us to be very intentional as we consciously design our programming with focal groups as a point of emphasis. We're working to identify, plan for and implement strategies that create an equitable pathway for all students to have access to quality and equitable learning. The Forestry/Natural Resources industry has historically been an area of underserved access for focal groups and our programming is being designed with places, spaces, classes and equipment that seek ways to create inclusivity and eliminate barriers. Frankly, our instructor is incredibly focused on creating a positive, safe, inclusive and engaging learning environment for ALL students to thrive.

- What needs were identified in your CTE Programs of Study in terms of equity and access?
    - We need different types of equipment that can accommodate different physical needs and skill levels.
    - We need to refine our physical spaces to accommodate accessibility and interest levels.
    - We need those physical spaces to be more inviting, interesting, engaging and productive.
    - We need to invest in technology and staff PD that peaks the interest of groups that may not be attracted to the historical activities in the Forestry/Natural Resources industry, IE. Drones, Heavy Equipment simulators, etc.
    - We need to be continually active in seeking partnerships and funding sources such as grants to fill gaps in equitable access to supplies and equipment for students in the programming such as PPE, boots, rain gear, etc.
    - We need to communicate VERY clearly with the families of the student participants about what activities are planned throughout the program of study. Alleviation of concerns about policies, procedures and processes will be paramount for true student engagement. The pathway to safe skill attainment from all skill starting levels will need to be clearly communicated with all program participants, including families.

- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?
    - We are actively researching, planning for and implementing activities that are engaging, challenging and highly rewarding in the educational process for all students. We want to offer the widest possible array of opportunities to students to find their niche in an industry that is very diverse. One current activity that has shown promising results in this area is taking our students to Forestry/Natural Resources CDE(career development events) that offer a first hand experience in some of the different activities relating to Forestry/Natural Resources. We plan to continue this effort and ramp it up even further with guest speakers, industry tours and partnerships with diverse local businesses.

- How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?
    - As an organization it is absolutely imperative that we create a culture of openness and fairness with VERY active communication feedback loops. We must know who we are serving and how we can serve them better at all times. We are looking at ways to implement a very proactive and anonymous information gleaning mechanism. We will seek information from those who go all the way through the program of study, those

who avoid the program and those who do not complete the program after starting. This data will be incredibly valuable to refine our scope and sequencing of programming.

Well-Rounded Education

(250 words or less per question)

- Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Our district feels that students are better prepared when they have access to PE, the Arts and Career and Technical education programs. We make sure to create schedules that allow for elementary students to have PE every day as well as an introduction to art and music. Our elementary teachers incorporate the arts into daily lessons and we provide them with the professional development to do so. Our middle school and high school schedules are created so that all students have access to these types of courses, including CTE and dual-credit courses through Linn Benton Community College. While some students do need extra academic support and that takes up one of their classes in the schedule, we make sure that they can also access one elective of their choosing.

- Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Elementary: We have hired a 1.0 FTE Teacher to provide Arts and Music education at the Elementary, Middle and High School levels.
Elementary: She meets with every K-5 class three times a week for both art and music to give them access to a better understanding of each discipline, and to see if this is something more they want to pursue as they reach middle school and high school levels in both art and music.
We are partnering elementary and middle/high school together to provide an art teacher who meets with classrooms and provides PD for our elementary teachers to incorporate art further into their lesson planning.
Middle School: She works in our middle/high school, providing a teacher for middle school music and provides a Beginning Art Class for MS/HS electives.
High School: We have opportunities for students in band, as well as the art class.

- How do you ensure students have access to strong library programs?

We partner with LBLESD to provide a Licensed Librarian who works with our Library Assistants on the tools they need to help students, help teachers, and keep the library up to date with resources. The ESD provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system. We partner with the neighboring Alsea Community Library for book sharing and other resources.

- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

There is adequate time for PE, Lunch and recess built into the master schedule at the Elementary. The Middle/High School has adequate time for PE, break and lunch built into their master schedule.

- **Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.**

  Elementary: Teachers have class projects that combine STEAM aspects into their project-based lessons.
  MS/HS: In science and math classes, projects include visual aids that incorporate the arts into their presentations. Science and math projects both apply critical thinking and inquiry skills, while cutting across disciplinary content.

  Questions to consider:
  - How does your schedule support opportunities for teachers to integrate other content areas into Math and Language Arts? (Elementary)
  - What are examples of lunch/ afterschool programs that support STEAM?
  - What are examples of curricular projects that are inquiry-based and incorporate math as well as science and engineering practices?
  - How is technology integrated in meaningful ways (simulations, creating models, etc) within other content areas?
  - What elective courses are offered that integrate components of STEAM?
  - What are examples of students being able to use art and/or technology to demonstrate learning in other content areas?

- **Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.**
  By district policy, as we adopt curriculum, it needs to meet all state standards. The curriculum has a clear scope and sequence for learning objectives, which includes best teaching practices.

  Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

New Teacher Mentor Academy: We had 9 teachers participate in the ESD's New Teacher Academy, which focuses on how to identify and support teaching practices through observations and feedback. This differentiated support was focused on the needs of novice teachers as voiced through empathy interviews and mentor feedback.

Staff in the Learn At Home Oregon program receive 30 minutes per week of in classroom coaching that focuses on best instructional practices.

- **How will you support, coordinate, and integrate early childhood education programs?**

We support the pre-K program in Alsea by allowing them to use school facilities for their program needs, as well as providing lunch and transportation services for the program and its students.
The district also provided a 1.0 FTE Instructional Assistant to the program.

- **What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?**

Our transitions are very effective from elementary to middle school, and from middle school to high school, because we are a one-building K-12 school district. Students are familiar with all facilities in the district, and several staff members serve students K-12, and across "building" lines.
During the last week of school transition students do the "Switch-a-roo," where they go to their next year's teacher's classrooms.
Middle/High School students have an Advisory period once a week that goes over high school graduation plans and credit requirements, and what advanced class placement offerings and options are available.
High school students attend field trips to multiple colleges/trade schools as part of their transitioning from high school to postsecondary education. The high school counselor helps students fill out FASFA forms and college/trade school applications.

- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

Staff perform weekly grade and attendance checks for ALL students. Students not meeting standards are referred to the MTSS team. The MTSS Team will complete a plan of support and success to address the individual needs of each student. These plans are available and provided to ALL students, with particular emphasis on those who are part of focal groups that are traditionally underserved and underrepresented.
At the end of each semester we offer a J-Term where students take four classes per day for two weeks to focus on supporting students who are not meeting class standards in core subjects of math, science, language arts and social studies.

- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

At the end of each semester we offer a J-Term where students take four classes per day for two weeks to focus on supporting students who are not meeting class standards in core subjects of math, science, language arts and social studies. Students who are meeting and exceeding the standards have high interest elective offerings available as class choices.
Students are able to take advanced placement courses and dual credit college courses through Linn Benton Community College.
We have an established process for identifying TAG students by data review of MAPS, and other student data. Our TAG coordinator develops the plan with the student and parents. The plan is reviewed yearly.

CTE Focus (ASK DALE MOON FOR SUPPORT)

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?
- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

- How are you providing equitable work-based learning experiences for students?
- Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.
- What activities will you offer to students that will lead to self-sufficiency in identified careers?
- How will you prepare CTE participants for non-traditional fields?
- Describe any new CTE Programs of Study to be developed.

Well-Rounded Education

CTE Focus (ASK DALE MOON FOR SUPPORT)

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?
    - We have conversations about "What comes next" very often with our student groups.
    - We offer access to the CIS program AND YouScience which is interest and aptitude based. These programs offer a very wide array of insights and opportunities to our students about possible careers.
    - We schedule and facilitate tours of local colleges and universities
    - We take our students to career fairs when available and routinely seek business partnerships for direct industry connections.

- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?
    - Once our programming is fully established and operating it will be very important to communicate with our communities served through open houses, publications, career events and student/peer recruiting involvement.

- How are you providing equitable work-based learning experiences for students?
    - We are committed to finding and establishing real and relevant relationships with individuals, industry connections and business partners who can bring real world advice, experiences and training to our students. The tie-in of classroom training/learning to application in the real world is absolutely essential in creating a highly impactful learning environment through the program of study. This is where the "tools" in the toolbox get applied and refined.

- Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.
    - This is the epitome of what the educational process should be. We are actively refining our processes to identify where we can connect our current programming with our planned future programming to bring this sort of exacting and relevant experience to our students.

- What activities will you offer to students that will lead to self-sufficiency in identified careers?
    - It's a goal of the programming to find and facilitate real world applications of skills in identified career choices through internships, apprenticeships and/or higher education.

- How will you prepare CTE participants for non-traditional fields?
    - Through the equity and accessibility lens it has been identified that we need to include technology, computer sciences, and highly skilled training in our programming on various levels. The scope and sequence of this effort is to send educational staff to PD for

training and certifications in various technology driven fields to then pass those skills to the students.

- Describe any new CTE Programs of Study to be developed.
    - Our organization has many goals to expand our CTE offerings in Alsea but the next program of study in line to be implemented is a Culinary Arts program. We currently have highly qualified personnel on staff that can lead a very impactful and highly rewarding Culinary Arts program of study.
    - After the Culinary Arts program of study implementation the next targeted program would be a Digital Arts program of study. We too have current staff for this career cluster that could lead a highly impactful and rewarding program.

Engaged Community

(250 words or less per question)

- If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

Community engagement for this process went well and was inclusive. There is still work to do to solidify this process into future district practice. Some on-going methods for obtaining input from students, staff and the community include "Fireside Chats" with staff and the Superintendent, continuing to solicit input at Board meetings, and continuing to implement student, staff and community surveys, including student empathy interviews.
Student and staff surveys had high response rates, but one barrier included the number of parent/community surveys that were returned. The survey was sent out twice and the community only had 2 and 8 responses, respectively.
In the future we may limit the number of survey questions to decrease the time it takes to respond, and elicit more responses.

- What relationships and/or partnerships will you cultivate to improve future engagement?

We will continue to cultivate partnerships with:

- The Booster Club to promote participation in school events and activities
- The Community Library
- ACE - Alsea Community Efforts to promote school events and activities
- The community by employing a Public Information Officer, to enhance communications between the school and community

- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

Funds to pay for the district's Public Information Officer and other continuing community outreach initiatives.

- How do you ensure community members and partners experience a safe and welcoming educational environment?

We provide a welcoming environment that includes a check-in procedure at the front office for all visitors.

- If you sponsor a public charter school, describe their participation in the planning and development of your plan.

As a Charter District we review and reflect on our charter plan each year to ensure alignment with our community's goals and expectations.

- Who was engaged in any aspect of your planning processes under this guidance?
  (Check all that apply)

  X Students of color
  X Students with disabilities
  X Students who are emerging bilinguals
  X Students who identify as LGBTQ2SIA+
  X Students navigating poverty, homelessness, and foster care
  X Families of students of color
  X Families of students with disabilities
  X Families of students who are emerging bilinguals
  X Families of students who identify as LGBTQ2SIA+
  X Families of students navigating poverty, homelessness, and foster care
  X Licensed staff (administrators, teachers, counselors, etc.)
  X Classified staff (paraprofessionals, bus drivers, office support, etc.)
  X Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
  ☐ Tribal members (adults and youth)
  X School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
  ☐ Business community
  ☐ Regional Educator Networks (RENs)
  X Local Community College Deans and Instructors; Local university deans and instructors
  ☐ Migrant Education and McKinney-Vento Coordinators
  ☐ Local Workforce Development and / or Chambers of Commerce
  X CTE Regional Coordinators
  ☐ Regional STEM / Early learning Hubs
  ☐ Vocational Rehabilitation and pre-Employment Service Staff
  ☐ Justice Involved Youth
  X Community leaders
  ☐ Other _____

- How were they engaged?
  (Check all that apply)

  X Survey(s) or other engagement applications (i.e., Thought Exchange)
  X In-person forum(s)
  X Focus group(s)
  X Roundtable discussion
  X Community group meeting
  ☐ Collaborative design or strategy session(s)
  ☐ Community-driven planning or initiative(s)
  ☐ Website
  X CTE Consortia meeting
  X Email messages

- [X] Newsletters
- [X] Social media
- [X] School board meeting
- [ ] Partnering with unions
- [ ] Partnering with community-based partners
- [ ] Partnering with faith-based organizations
- [ ] Partnering with business
- [ ] Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

The five artifacts chosen to upload include:

- Staff survey
- Community Survey
- Student Survey
- Agenda for Staff Review Meeting
- Agenda for Fireside Chat/Community Review Meeting

These artifacts were chosen because they demonstrate communication between ALL invested parties within the district. These efforts also yielded input that was invaluable to the development of this plan. These artifacts also demonstrate inclusion of focal student population engagement.

Examples: Graphs that show the groups involved in the survey, answers to specific survey questions, pictures from a group event showing how it was for a focal group

- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Two strategies used to engage focal student groups and their families were targeted empathy interviews with focal group students, and the inclusion of focal group student families in the community survey process.
Empathy interviews allowed students to share how our changes utilizing SIA dollars has or has not affected them or their friends directly. It allowed us to better pinpoint the needs of our students.
We would rate this community engagement at the level of "Consult and Involve" as all of the community had the opportunity to provide input, and was meaningfully engaged in the process. The limited number of responses moves this further toward Consult than Involve.

- Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Two strategies for engaging staff included an all staff survey as well as a "Plan Review" meeting for all staff to comment on the final aspects of the proposed plan. These were used to elicit feedback from all staff members, and to receive input and feedback on the final plan for implementation. We would rate this staff engagement at the level of "Involve and Collaborate" as all staff had the opportunity to provide input, review and respond to the final outcomes and goals, and were meaningfully engaged in the process as evidenced by the high number of staff responding to the survey and attending the plan review meeting.

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Staff and community wanted to maintain CTE programs, small class sizes and counseling services for student mental health support which are included in the final plan.
Students wanted continued support for CTE programs and hands on learning projects, as well as counseling supports for mental health and college/career readiness. These items are maintained and included in the final plan.

CTE Focus (DALE MOON SUPPORT)

- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Affirmation of Tribal Consultation

- If you are a district that receives greater than $40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Engaged Community

(250 words or less per question)

CTE Focus (DALE MOON SUPPORT)

- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?
    - Open invitations to our community at large to attend informational gatherings at our facilities to bring awareness to our needs and goals.
    - Be VERY proactive with positive communication with our local community to identify possible partnership opportunities.
    - To make sure we have positioned ourselves organizationally to be proactive in providing information about liabilities and coverage for our student participants to address and alleviate potential industry partner concerns.
    - Student surveys to glean possible industry ties to our current student population
    - Staff surveys to glean possible industry ties to our programming
    - Send programming staff to PD's, career fairs and networking events
    - Send programming staff to summer externships to create relevant relationships with industry connections
    - Have clearly established methods of informational input and review of the partnerships from student participants, student families, and industry partners. The feedback loop is very important for programmatic detailing and refining.

Strengthened Systems and Capacity

(250 words or less per question)

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

New Teacher Mentor Academy: We helped develop our new teachers by pairing them with mentors who are participating in the ESD's New Teacher Mentor Academy. These mentors were provided with facilitation resources and trained on effective mentoring strategies including instructional feedback and educator social and emotional well-being.

- What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Each of our schools have MTSS teams in place that meet weekly to look at data for behavior, attendance, or grades depending on the meeting. The team then works with the staff to identify what is working and what is not working for those students, and makes a plan to lead for student success.

We also have Special Education teachers in regular LA classes to support our students with reading and writing disabilities. These services are available for our brick and mortar, and on-line programs.

Administration, Teachers and Counselor meet regularly to identify students at risk of not being on track to graduate, and discuss supportive actions to address those students' needs.

- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Our schools use practices to work through the functional/cause of the behavior, and address solutions that are not punitive in nature and address the individual student's needs.

- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Through weekly staff meetings, areas of concerns are brought up and appropriate trainings are then developed and offered.

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Our district's administrators will participate in regular training from the Center for Educational Leadership which focuses on developing a common understanding of quality instruction through the use of effective observations and feedback.

We had 9 teachers participate in the ESD's New Teacher Academy, which focuses on how to identify and support teaching practices through observations and feedback. This differentiated support was focused on the needs of novice teachers as voiced through empathy interviews and mentor feedback.

- What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

In K-8, MTSS teams meet on a weekly basis to identify students of concern, and who may be at risk of academic failure due to attendance, behavior or coursework. The team then develops a success plan individualized for each student.
In the HS students of concern are brought to the attention of administration and counselors, who then work with classroom teachers to develop a success plan individualized for each student, in consultation with the student and family.

- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

At each transitional level, care is taken to provide ample and clear communication with both parents and students. At the Early Childhood to Kindergarten level we provide a Kindergarten Round-up where families are invited to come to their school to see the building, their classrooms, and meet the teachers. The pre-K program is located on district property. Those students use common school resources such as the playground, transportation and food services as do elementary students.

The same can be said for elementary to middle school and middle school to high school, though at each increasing level we try to provide more agency for the student and their engagement in their own education.

Because we are a one school district and campus, students have familiarity with all campus facilities.

For middle school transition the administrators and counselors provide students with information on how middle school works, and what types of classes they will be able to take. We also send this information out to families. The process from middle school to high school is very similar, and we also have multiple high school registration days for students to meet with their counselor and administrators to choose their class schedule.

For the transition from high school to post-secondary, our Counselor provides many opportunities for students to visit and meet with technical schools, colleges, and universities from around Oregon. Our local community college visits our site and provides early enrollment opportunities.

**this is an For BEFORE we get a CLOSER Number for the Integrated BUDGET for FY23 - 25

SIA

Estimated Revenue - this may lower		$	755,504.00
.375 FTE	Guidance Counselor	$	33,500.00
.40 FTE	CTE Programs - 9th Grad on track for Graduation	$	40,000.00
2.15 FTE	Certifiified RTI Specialist	$	140,000.00
.50 FTE	Art Teacher - CTE	$	30,000.00
1.0 FTE	Family Liason - Community Outreach	$	65,000.00
2.0 FTE	Extra Teachers for "Reduced Class Size"	$	200,000.00
	CTE Courses Supplies and Materials	$	20,000.00
	Reading and Math Intervention Curriculum / ELA	$	32,004.00
	Professional Development For Courses listed above -(AP Courses, Math and Reading intervention, and CTE)	$	10,000.00
	Run for Arts Programs	$	5,000.00
.25 FTE	After School Programs for Students - CTE/ARTS	$	15,000.00
	After School Programs for Students - CTE/ARTS SUPPLIES	$	5,000.00
.25 FTE	Culinary Teacher	$	20,000.00
.60 FTE	AP course Teachers	$	70,000.00
	Indirect Costs - for District support	$	10,000.00
	Classroom EA's - For Reduced Class Size	$	60,000.00
		$	-

HSS

Estimated Revenue - this may lower		$	158,913.05
.125 FTE	Guidance Counselor	$	5,000.00
.60 FTE	CTE Teacher - Forestry Program of Study	$	75,000.00
	CTE Program Supplies	$	20,000.00
	Expansion of Forestry - CTE Program Supplies, Materials, and Feildtrips	$	13,913.05
	College and Career Feildtrips	$	10,000.00
	College Courses for Students - Linn Benton Community College Duel Credit Coursework/Advanced Classes / CTE Courses	$	17,000.00
.20 FTE	8th Grade on Track - Personnel	$	15,000.00
	8th Grade on Track - Supplies, Materials, and Feildtrips	$	3,000.00
		$	-

Alsea SD Empathy Interviews - Priority and Multiple Responses from all Interviewed Students

Rev. 12-29-22

<u>What is the Best Thing about being a student in the Alsea SD?:</u>

- Free Sports
  - 2 Responses
- People are welcoming and kind
  - 2 Responses
- Community feel, close knit, everybody knows each other
  - 2 Responses
- Small Class sizes, smaller environment
  - Being able to access teachers
  - Teachers here help you understand
  - Better connection with teachers
  - You get more 1 on 1 help
    - 5 Responses
- Teachers' attitudes
  - They treat us strict, but understand teenagers' needs
  - "I ask questions, they answer, they ask deeper questions."
    - They reach out.
      - "I like how the teachers put in the time and effort to make sure we understand everything."
      - Teachers are available throughout the day. Teachers are great.

<u>Can you tell us about Time You Were Supported here in Alsea?:</u>

- Supported by Staff
  - 7 Responses
- Some teachers understand when you miss school, they will work with me to get caught up
- By friends/students when I was making an announcement for a sports speech
  - Friends support me when I have a lack of confidence
- "Anytime I struggle in class teachers help me quite a bit"
  - They give help at lunch
  - They help with college applications
- "I'm supported by people the whole time I'm here at school."
- People are there for me.
- There's a general feeling that "people will be there for you."

- "When my IEP was approved. I received lots of feedback and support from the three teachers to get approval."

- Last year. Terri Ann, Staff Member. In online classes she helped me, and helped me sort through the programs.

- I was behind on work due to illness…."Mr. Lynch excused some assignments and really helped me get my other work done to pass the class."

- All of athletics. "I always felt like I had a place here. You're on the team and not put aside."

- In English Ms. Schultz takes our opinions and asks us how we feel and treats us accordingly.
- The teacher makes it fun.

What's the Worst/Hardest Thing about being a student in Alsea?:

- Some teachers don't understand that when you miss a day you can't get work done on the same deadline
- You can get a tardy or an F in the morning when breakfast is the only thing going on

- "No horrible parts. Nothing I dread." "Not a lot of bad things."
    - 3 Responses

- Student drama with other students
    - At last school kids caused drama and teachers got too involved which actually caused its own drama….."this isn't happening at Alsea"
    - Sickness and social issues go around pretty quickly
    - The drama: student to student drama
        - Not picked on drama. Teenage girl drama.
        - 3 Responses

Can you tell us about a Time You Were NOT Supported here in Alsea?:

- When I need help I don't really ask for it.
    - I'm afraid they won't understand my issues
    - I don't want to be embarrassed in front of class
    - Doesn't have an adult in the building they feel comfortable talking with
    - When I feel a lack of confidence. Friends have supported me.

None – Always feel supported

- 7 Responses
    - "If you take the initiative to talk with teachers, they are good about letting you get it done on your time."

- Math last year
    - I would ask questions, but if I only kind of got it, they would just do the problem and go on…..I didn't ever understand it.

<u>Can you share about your experiences with CTE programs or classes?</u>

- Likes Hands On and outside of these courses
    - 3 Responses
- Likes Field Trips
    - 3 Responses
- Culinary
    - "It's hard and complex, and I'm going to get switched out"
    - They're trying to teach us, but it's not fun. "It should be fun."
- Participated in shop
    - "I liked it, but we didn't do much."
- Wants Health Sciences, Music, Expanded Forestry, Personal Finance (How to be an adult)
        - Each kid ran their own business in a class from previous school
- In second year of forestry
    - Really likes axe-throwing, tree surveys and statistics
        - 2 Responses
- Wants to take shop
    - Doesn't fit in their schedule
- In Industrial Arts
    - Helps me learn to use machinery
- In Fish and Wildlife
    - Likes guest speakers…police and ODFW
    - Salmon Watch sounds interesting
    - Likes hands on and outdoors
- In Forestry
    - Likes going outside, and tree surveys on their health
    - Likes ax-throwing
- "I am in the shop all the time. I love woodworking."
- Want to take Forestry
    - Want to do competitions
    - Want to be outside
- Participated in Forestry competitions
    - Wants school to start getting more equipment and building our programs

- Need: Mantech, would love to have metals CNC router

- Took Culinary
    - Lots of fun
    - We cooked a lot
    - Took a field trip to Salem

<u>Are you On-Track to Graduate? How do you know?</u>

- Yes
    - 7 Responses
        - Parents help me and want me to graduate
            - 2 Responses
        - Counselor
        - Advisory (Ms. Rose - 3)
            - 5 Responses

- No
    - 2 Responses
        - I'm missing credits from my past school
        - Each year I check with the counselor to see where I'm at
        - I'm in a credit recovery class right now
        - Making up credits in J-Term also
            - Make up work in two week term, or choose an elective if on track

- "Your whole reputation starts with how you perform your freshman year."
- Haven't really discussed this in Advisory
- Credits? Student gave their thoughts, but nothing shared that came from class or school
- Knows Because
    - Keeping track of credits with Ms. Rose.
        - "I check in with her constantly. She checks with me, too."

    - Hailey Rose, Advisory Teacher, hands us papers w/ GPA and credits
        - Every other Thursday for Advisory
        - Just my senior year
    - Mr. Frick helps with that too
    - Unsure of actual grad requirements
- Knows Because
    - Admin, Teachers and Counselors tell me.
    - Every week I get grade checks and transcripts on how to get on track
    - Since Jr year staff have been making us aware of where we are
    - An on-line Health class was made available so I can graduate.

If you were in charge what would you,.....

- Keep?
  - Free sports
  - The amount of classes periods we have each day
  - The length of class periods each day
  - Build off strong foundations
  - Build on options for college courses
  - "I like forestry, but we need more options to work in the field and other courses."
  - "I like how it is. It's a pretty straightforward school."
  - Community feel and support
  - How things are running. Admin does a good job.
  - How the cafeteria works right now....they cook more, there is more fresh food
  - Teachers
    - They work well with students
    - They are nice
    - They try to understand you
  - This school is really good with college classes (dual credit)

- Change?
  - "Better Education"
  - Teachers more understanding of kids' issues and needs
  - Add Field Trips to Universities or trade schools
  - "Teachers' perspectives"
  - School is not my favorite. Next year going somewhere different.
    - Teachers could help a lot more and come to us when we're struggling
    - Kids spreading rumors is an issue
  - Build more options for electives and programs
    - Make scheduling changes to help with ability to take electives and have options
    - 5 Responses
  - Add more courses to Forestry
  - Squelch the social drama
  - Nothing. It's working for me
    - 2 Responses
  - More Hands On Experiences

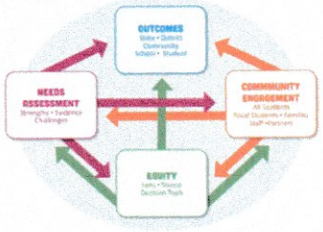
Alsea School District

Aligning for Student Success

2023 Integrated Application Presentation

Required Planning Processes

- Engage the community
- Consider the needs of ALL students
- Develop a four-year plan with clear Outcomes, Strategies, and Activities



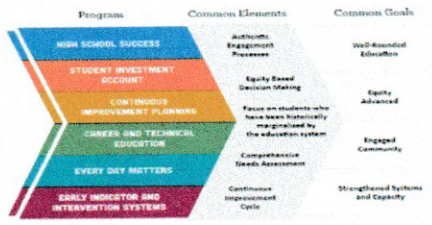
The Integrated Application is About Aligning Programs

- Districts have asked ODE for more streamlined process for applications, reports, etc.
- ODE has been working on melding programs that don't require legislation.
- They identified six programs that had common goals and looked for ways to combine them.

Application Requirements

- Complete the application's five sections with about 40 questions
- In addition to the application, attach:
  - 5 pieces of evidence from Community Engagement efforts
  - Board-adopted Equity lens
  - Integrated Planning and Budget Template that shows budget tied to outcomes, strategies and activities
  - URL where application is posted on the applicant's website, and
  - Board meeting minutes showing the Integrated Application was orally presented by an administrator to, and approved by, the governing board.
- Application needs to be submitted by March 31, 2023

Six Programs & Common Goals



Meet our Planning Team Members

*Sean Gallagher – Superintendent
*Tim France – Principal
*Bart Rothenberger – Athletic Director
*Aaron Miller – LBLESD Integration Coach
*Dale Moon – LBCC – CTE Regional Coordinator
*Teacher/Community Leadership Team for Plan Review

Community Engagement Activities

- 2+ Survey responses from parents
- 63 Survey responses from students
- 20 Survey responses from staff
- Feedback from focal student parent groups
- 8 empathy interviews from a cross-section of high school students
- Attended Regional CTE Conference at LBCC
- Work with CTE Regional Coordinator at LBCC

Needs Assessment Highlights

Needs:

- Percentage of 9th grade students on track to graduate has declined the last three years
- A formalized process for discussing graduation requirements and progress toward graduation is in place, but in need of deeper focus and more individualized information and attention
- 80.3% of students feel there is an adult at school that they can talk to when upset or having a problem
- Students identified access to CTE courses as an area of need and expansion
- Students want to see more hands on courses and programs that prepare them for real world occupations and opportunities

Additional Data

In addition to the Community Engagement, we also reviewed the following student achievement data over the last five years, including disaggregated data for Focal Student Groups

- Third Grade Reading
- 9th Grade On Track
- 4-year Graduation Rates
- 5-Year Completer Rates
- Attendance
- Performance and Participation in Career and Technical Education courses
- Review of Current Programs Funded by SIA and HSS
- Healthy Teen survey data

Our Plan

These priorities and desired Outcomes emerged:

- ❑ Ensure Success For ALL Students
- ❑ Increase graduation supports for ALL high school students, with particular attention to 9th Graders and Seniors
- ❑ Increase Career and Technical Education (CTE) opportunities
- ❑ Provide effective Social/Emotional Learning opportunities that meet mental health needs of ALL students

Needs Assessment Highlights

Strengths:

- 92% of all high school students feel teachers and staff treat them with respect
- 5-year Completer rates are trending up for ALL students AND sub-groups
- English Language Arts scores are trending up for ALL grade levels (3rd Grade Reading Benchmark) at the elementary school
- Empathy interview conclusions were positive toward school climate and how students interact with teachers and staff
- Survey results were consistent with empathy interviews: Students feel there is a positive school climate, and they can get the help they need from teachers when they ask

Our Plan

These key strategies will help us achieve our intended outcomes:

- ❑ Maintain current programs and staffing supported by Student Investment Account (SIA) and High School Success (HSS/Measure 98) dollars.
  - This includes 2 Teachers, a CTE Teacher, Counseling services, Educational Assistants, materials, Advanced Course support, professional development for implementation
- ❑ Increase supports for CTE, Counseling and On-Track Graduation programs

Our Plan

Actions and Key Investments:

- ❑ Decreased Class Sizes
  - 2 Teachers funded
  - 4.5 EA's funded
- ❑ College and Career Readiness
  - Graduation and Career Readiness Coaching
  - LBCC Advanced Courses
  - Advanced Placement (AP) courses
- ❑ CTE Programs
  - Funding 1 FTE CTE Teacher
  - Further development of official Programs of Study (POS)

What Happens Next?



Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, these strategies and activities may be necessary if we must move to another tier in our plan.

Tier 2 options are being identified for alternative budget expenditure, where possible and potentially necessary.

Questions & Comments

Longitudinal Performance Growth Targets (LPGTs)

- ODE has asked for draft LPGTs to be submitted with our application
- ODE will then work with us to "co-create" and finalize the LPGTs
- Final LPGTs will be reviewed and approved by the Board in June to complete the grant agreement

- **Third-grade reading proficiency rates measured by ELA**
- **Ninth-grade on-track rates**
- **Regular attendance rates**
- **Four-year or on-time graduation rates**
- **Five-year completion rates**
- Other local metrics may be used to develop applicable performance growth targets.

Referred to as "5 Common Metrics"

Alsea Community Engagement Survey Item Bank: STUDENT VERSION 1

School Culture and Climate

1. I feel welcome at this school and at school activities.
3. My culture, identities, and ways of being are valued and respected by my teachers and peers.
7. Students in the school treat me with respect.
9. ✍ What are some things the school could do to support your cultural identity or lived experience?
10. ✍ What are some steps the school could take to make you feel included or like you belong?

Communication & Engagement with School

1. I have opportunities to voice my opinions to teachers about my experiences and education.
2. When I voice my opinions, teachers take what I have to say seriously.
3. It is easy for me to bring up problems or concerns with adults at school.
6. I have the opportunity to participate in decisions about my placement in school courses or programs.
7. ✍ What are some things about the school that have had a positive impact on your education?
8. ✍ What are some things the school could do to make a better impact on your education?

Student/Staff Relationships

1. Teachers and staff treat me with respect.
2. Teachers and staff treat all students with respect.
3. My teachers care about my well-being.
4. There is an adult in the school who I can talk to when I am upset or have a problem.
7. ✍ What are some things the school could do to improve relationships between students and teachers/staff?
8. ✍ What are some things the school could do to improve relationships between families and teachers/staff?

Pedagogical Effectiveness

1. I understand how I am being graded or evaluated in my learning.
2. The school's way of grading works well for me.
3. I have opportunities to take courses that are interesting to me.
4. The school is doing a good job of supporting my social/emotional growth.
6. I am challenged by teachers to learn the most I can.
7. I have opportunities to show what I've learned to peers and teachers.
9. My teacher(s) changes or adjusts teaching methods, practices, and/or lessons based on my needs.
10. I have a wide selection of Career Technical courses (such as Agriculture, Computers, Design, Health Sciences, etc) available to choose from in my school that will prepare me for a current or future good paying career.
11. I know what is required of me to graduate from high school.
12. I have opportunities to earn college credit while still in high school. 5
13. I know how the college credit earned will help me gain employment or be applied to a career pathway certificate or college degree.
14. I know what career opportunities are available to me, and what I need to do to be prepared for those careers.
15. I have the opportunity to participate in career related learning activities such as work-based learning, job shadowing and career aptitude exploration that are aligned to my goals.
16. ✍ What could be done to make your classes more interesting and engaging?
17. ✍ What are some steps the school could take to support your progress in school?
18. ✍ What are some courses you would like to have available at your school that aren't currently offered?
19. ✍ Are there barriers (e.g. fees, transportation, prerequisites) that prevent you from participating in activities offered by the school during regular school hours? If so, what are they?

School Environment

1. If I need help getting clean clothes, hygiene products (e.g. soap, shampoo, menstrual products), or food, I know who to go to at my school for help.
2. At my school the learning spaces, such as classrooms or libraries, feel welcoming and inviting.
7. I feel protected from harm or danger at this school.
8. I feel protected from harm or danger going to and from this school.
9. I sometimes stay home because I don't feel protected from harm or danger at my school.
10. Students bully or harass me in school, online, or after school.
11. ✍ What is something school leaders could do at school to increase your sense of physical or emotional security and well being?
12. ✍ What are some steps the school could take to support your health and security?

School-sponsored Activities

1. I am happy with the choice of school activities (e.g., athletics, clubs, field trips) outside of the regular school hours.
3. I am encouraged to be a part of activities outside of regular school hours.
4. ✍ Are there barriers (e.g. fees, transportation, care for a younger sibling, a job) that prevent you from participating in activities offered by the school outside of regular school hours? If so, what are they?
5. ✍ What are some school activities you would like to see available?

Demographic questions

1. What is your gender?
2. What is your ethnicity?
3. What is your race?
4. What grade are you in?

Alsea Community Engagement Survey Item Bank: FAMILY VERSION 1

School Culture and Climate

1. My family is welcome at my student's school and at school activities.
3. My student's culture, identities, and ways of being are valued and respected by their teachers and peers.
7. Students in the school treat my student with respect.
9. ✍ What are some things the school could do to support your student's cultural identity or lived experience?
10. ✍ What are some steps the school could take to support your student's sense of belonging and inclusion?

Communication & Engagement with School

1. I, or another family member, have opportunities to voice our opinions to teachers about our student's experiences and education.
2. When I, or another family member, voice our opinions, teachers take what we have to say seriously.
3. It is easy for me, or another family member, to bring up problems or concerns with the principal, teachers, and/or counselors at school.
6. I, or another family member, have the opportunity to participate in decisions about our student's placement in school courses or programs.
7. I, or another family member, knows what is required of our student's to graduate from high school.
8. I, or another family member, knows about our student's opportunities to earn college credit while still in high school.
9. I, or another family member, know how college credit earned while in high school will help our student gain employment or be applied to a career pathway certificate or college degree.
11. ✍ What are some things about the school that have had a positive impact on your student's education?
12. ✍ What are some things the school could do to have a positive impact on your student's education?

Student/Teacher Relationships

1. Teachers and staff treat my student with respect.
2. Teachers and staff treat all students with respect.
3. Teachers are interested in my student's well-being.
4. There is an adult in the school who my student can talk to when they are upset or have a problem.
5. If my student doesn't understand something in class, my student feels comfortable talking to their teacher about it.
7. ✍ What are some things the school could do to improve relationships between students , teachers, and other district staff?
8. ✍ What are some things the school could do to improve relationships between families, teachers, and other district staff?

Pedagogical Effectiveness

1. I know and understand how my student is being graded or evaluated in their learning.
2. The school's ways of grading work well for my student.
3. My student has opportunities to take courses that are of interest to them.
4. The school has done a good job supporting my student's social/emotional development.
6. My student is challenged to learn the most they can.
7. My student has opportunities to demonstrate understanding to peers and teachers.
9. The school changes or adapts teaching methods, practices, and/or lessons based on the needs of my student.

10. My student has a wide selection of Career Technical course (such as Agriculture, Computers, Design, Health Sciences, etc) available to choose from in their school that will prepare them for a current or future good paying occupation.
11. My student has the opportunity to participate in career related learning activities such as work-based learning, job shadowing, and career aptitude exploration that are aligned to their goals.
12. ✍ What could be done to make your student's courses more interesting and engaging?
13. ✍ What are some steps the school could take to support your student's progress toward graduation?
14. ✍ What are some courses you would like to have available at your student's school that aren't currently offered?
15. ✍ Are there barriers (e.g. fees, transportation, prerequisites) that prevent your student from participating in activities offered by the school during regular school hours? If so, what are they?

School Environment

1. If my student needs assistance getting clean clothes, hygiene products (e.g. soap, shampoo, menstrual products), or food, they know who to go to at the school for help.
2. At my student's school the learning spaces, such as classrooms or libraries, feel open and inviting.
7. My student feels protected from harm or danger at their school.
8. My student feels protected from harm or danger going to and from school.
9. Sometimes my student stays home because they don't feel protected from harm or danger at school.
10. Students bully or harass my student in school or online.
11. ✍ What is something school leaders could do at school to increase your student's sense of physical or emotional security and well being?
12. ✍ What are some steps the school could take to support your student's health and security?

School-sponsored Activities

1. I am satisfied with the choice of school activities (e.g., athletics, clubs, field trips) outside of the regular school hours.
3. My student is encouraged to be a part of school activities outside of the regular school hours.
4. ✍ Are there barriers (e.g. fees, transportation, childcare, a job) that prevent my student from participating in school activities outside of regular school hours? If so, what are they?
5. ✍ What are some school activities you would like to see available?

Demographic questions

1. What is your student's gender?
2. What is your student's ethnicity?
3. What is your student's race?
4. What is your ethnicity?
5. What is your race?
6. What grade is your student in?
7. What school does your student attend?

8. **District Recognition:**
    a. **Building**
        i. **Employee**
        ii. **Students**

9. **Financials**
    a. **Monthly Accounts**

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MEMORANDUM

March 9, 2023

TO: Alsea School District Board of Directors
FROM: LaRae Sullivan, LBL-ESD Assistant Business Manager
RE: February 28th, 2023 Financial Statements

Board Members,

Attached you will find the 2022-23 financial statements through February 28th, 2023. 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 February 28th, 2023. The estimated General Fund Ending Fund Balance is $2,230,847. Unappropriated Ending Fund Balance make up $1,341,734 of the Fund Balance total.

This is projected with expenditure appropriations **estimated** based average for remaining months.

Items to consider still:

- Maintenance of Effort
- State School Fund (SSF) variable for May State reconciliation for past years
- Loss or Gain of Enrollment
- Extra Savings due to RIF for FY22.23

At this time there has been an estimate of 9.9 billion biennium proposal by the Oregon Governor's budget for additional funds being released to the State School fund for next fiscal year. This has historically been based a 49/51 split over the next two fiscal years.

All of Alsea School District 7J investments are held in the Local Government Investment Pool. Investments total $4,945,033.62 and are yielding an annualized interest rate of 3.75% through February 28th, 2023.

Enrollment: **Please remember enrollment could change on a daily basis. These numbers are as of: 03/01/2023**

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
In Building														
As of 03/01/23	18	16	14	22	22	16	18	15	21	12	15	20	20	229
Learn at Home Oregon														
As of 02/01/23	37	44	22	24	20	13	19	41	21	0	0	0	0	241

Total Enrollment for all schools equals 470 for the month of February 2023. This is a decrease of 12 students, with 1 from In Building, and 11 from Learn at Home.

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

Tonja Everest Superintendent | Frank Bricker Board Member | Miriam Cummins Board Member | David Dunsdon Board Member | Roger Irvin Board Member | Amy Vetor Board Member | Jean Wooten Board Member | Penny York Board Member

Alsea School District 7J
General Fund: Statement of Revenue Budget Vs. Actual
For the Fiscal Year 2022-2023
As of 02/28/2023

Source	Adopted 2022-23 Budget	Actual MTD Rev. 7/1/2022	Actual MTD Rev. 8/31/2022	Actual MTD Rev. 9/30/2022	Actual MTD Rev. 10/31/2022	Actual MTD Rev. 11/30/2022	Actual MTD Rev. 12/31/2022	Actual MTD Rev. 1/31/2023	Actual MTD Rev. 2/28/2023	Actual YTD Rev. 2/28/2023	Projected through 6/30/2023	Total Estimated 2022-2023	(Over)/Under Budget
SSF Funding													
1111 Current Year Property Taxes	$ 450,000	-	-	557	466	444,911	12,384	4,567	1,585	**464,470**	4,655	$ 469,125	$ (19,125)
1112 Prior Year's Property Taxes	1,500	-	-	173	198	59	(135)	297	259	**850**	50	$ 900	600
1190 Pentalties & Interest	1,000	-	-	75	76	147	210	53	43	**604**	396	$ 1,000	-
2101 County School Funds	2,500	-	-	-	-	-	-	-	-	**-**	2,500	$ 2,500	-
3101 State School Support Funds	10,531,799	1,749,472	874,211	874,211	874,211	874,211	864,890	864,890	864,890	**7,840,986**	2,541,845	$ 10,382,831	148,968
3101 SSF- High Cost Disability Payment	-	-	-	-	-	-	-	-	-	**-**	-	$ -	-
3101 SSF- May Adjustment	-										-	$ -	-
3103 Common School Fund	26,000	-	-	-	-	-	-	-	31,909	**31,909**	31,909	$ 63,817	(37,817)
Total SSF Funding	**11,012,799**	1,749,472	874,211	875,016	874,951	1,319,327	877,349	869,807	898,685	**8,338,818**	**2,581,354**	**10,920,173**	**92,626**
Non State School Support Formula Sources													
Local Sources													
1412 Transportation Fees from Other Dist.	-	-	-	-	-	-	-	-	174,325	**174,325**	55,000	$ 229,325	(229,325)
1510 Interest on Investments/Taxes	25,000	3,609	5,427	5,617	6,666	8,684	10,270	11,955	13,392	**65,619**	(20,619)	$ 45,000	(20,000)
1710 Admissions	-	-	-	-	1,016	(1,016)	-	1,532	-	**1,532**	68	$ 1,600	(1,600)
1920 Donations from Private Sources	1,000	-	-	1,000	100	-	-	2,000	2,000	**5,100**	900	$ 6,000	(5,000)
1940 Services Provided to Other Ed.- General	35,000	-	-	-	-	-	-	-	-	**-**	-	$ -	35,000
1940 Services Provided to Other Ed.- KVCS		-	-	14,743	13,507	-	-	-	(28,250)	**-**	-	$ -	-
1940 Services Provided to Other Ed.- WLA		-	-	-	-	14,325	-	-	(14,325)	**-**	-	$ -	-
1960 Recovery of Prior Year Exp.	-	-	-	-	-	-	-	-	-	**-**	-	$ -	-
1980 Fees Charged to Grants	4,000	-	-	-	5,076	-	-	-	-	**5,076**	3,924	$ 9,000	(5,000)
1990 Miscellaneous Local Revenue	15,000	987	-	863	4,895	9,395	2,657	9,210	1,971	**29,978**	23,022	$ 53,000	(38,000)
1991 Misc. Erate	-	-	-	-	-	-	-	-	-	**-**	-	$ -	-
2102 Education Service District Resources	5,000	-	-	-	-	-	-	-	-	**-**	5,000	$ 5,000	-
2199 Other Intermediate Source	-	-	-	-	-	-	-	-	-	**-**	-	$ -	-
Total Non Formula Local Sources	**85,000**	4,595	5,427	22,223	31,260	31,388	12,927	24,698	149,112	**281,630**	**97,294**	**378,925**	**(293,925)**
State/Federal Sources													
3199 Other Grants-In-Aid	-	-	-	-	-	-	-	-	-	**-**	-	-	-
3203 Special Ed	5,000	-	-	-	-	-	-	-	-	**-**	5,000	5,000	-
Total State/Federal Sources	**5,000**	-	-	-	-	-	-	-	-	**-**	**5,000**	**5,000**	**-**
Other Sources													
5160 Lease Purchase	-	-	-	-	-	-	-	-	-	**-**	-	-	-
5300 Sale/Loss of Fixed Assets	5,000	-	-	-	-	-	-	-	-	**-**	-	-	5,000
5400 Beginning Fund Balance	1,800,000	1,143,699							1,143,699	**1,143,699**	-	1,143,699	656,301
Total Other Sources	**1,805,000**	1,143,699	-	-	-	-	-	-	1,143,699	**1,143,699**	**-**	**1,143,699**	**661,301**
Total Non SSF Revenue	**1,895,000**	1,148,294	5,427	22,223	31,260	31,388	12,927	24,698	1,292,811	**1,425,329** -	**102,294** -	**1,527,624**	**367,376**
Total Resources	**$ 12,907,799**	2,897,766	879,638	897,240	906,211	1,350,715	890,276	894,505	2,191,496	**9,764,148**	**$2,683,649**	**$ 12,447,796**	**$ 460,003**
										Less Estimated Requirements		$ (10,216,949)	
										Estimated Ending Fund Balance		***$ 2,230,847***	
										Less UEFB		$ 1,341,734	
										Estimated Ending Fund Balance		$ 889,113	

Alsea School District 7J
General Fund: Statement of Expenditures Budget Vs. Actual
For the Fiscal Year 2022-2023
As of 028/28/2023

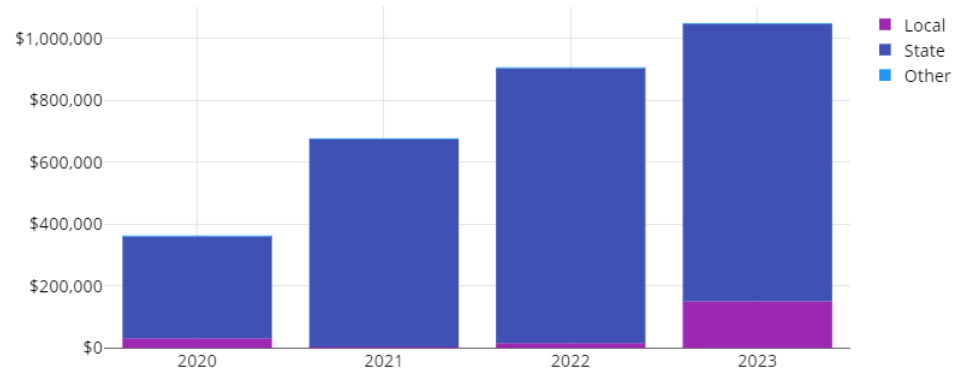
Function	Adopted 2022-23 Budget	Actual MTD Exp. 7/1/2022	Actual MTD Exp. 8/31/2022	Actual MTD Exp. 9/30/2022	Actual MTD Exp. 10/31/2022	Actual MTD Exp. 11/30/2022	Actual MTD Exp. 12/31/2022	Actual MTD Exp. 1/31/2023	Actual MTD Exp. 2/28/2023	Actual YTD Exp. 2/28/2023	Projected through 6/30/2023	Total Estimated 2022-2023	(Over)/ Under Budget	% Committed	Total Actuals YTD* 6/30/2022	Adopted 2021-22 Budget
Instruction																
1111 Elementary, K-6	1,777,633	24,060	14,268	144,127	104,315	129,471	120,588	116,971	153,142	806,941	677,383	1,484,324	293,309	83.50%	1,777,484	2,026,282
1112 Learn at Home (LAHO)	-	-	-	-	-	-	-	-	-	-	-	-	-	0.00%	4,079	-
1113 Elementary Extracurricular	17,443	-	-	-	-	-	-	1,850	-	1,850	1,638	3,489	13,954	20.00%	9,505	-
1121 Middle/Junior High Programs	734,134	5,289	5,614	56,847	68,480	59,760	63,711	54,092	36,511	350,303	383,831	734,134	-	100.00%	713,180	715,357
1122 Middle/Junior High School Extracurricular	24,371	-	83	2,712	4,964	4,308	2,087	1,872	1,960	17,986	13,696	31,682	(7,311)	130.00%	16,680	40,051
1131 High School Programs	515,653	6,670	16,282	76,593	47,193	50,507	49,107	44,067	5,935	296,354	373,995	670,349	(154,696)	130.00%	558,393	577,238
1132 High School Extracurricular	109,764	3,193	8,866	16,372	11,918	18,251	12,965	15,245	11,881	98,690	65,956	164,646	(54,882)	150.00%	123,459	114,943
1140 Pre-K	14,826	213	60	60	-	120	-	60	60	572	317	890	13,936	6.00%	13,403	217
1210 Programs for the Talented and Gifted	21,831	2,704	2,704	5,409	6,034	6,351	5,721	5,737	5,737	40,397	25,314	65,711	(43,880)	301.00%	12,434	109
1250 Programs for Students w/Severe Disabilities	1,457,424	39,126	39,054	108,880	85,687	95,321	90,099	83,210	77,129	618,506	591,156	1,209,662	247,762	83.00%	1,268,978	1,309,845
1280 District Alternative Programs	49,288	-	799	-	-	-	-	-	-	799	187	986	48,302	2.00%	62,209	101,503
1288 Charter School Payments	900,000	-	310,000	1,500	40,000	80,000	40,592	66,260	40,000	578,352	69,648	648,000	252,000	72.00%	1,621,500	1,659,200
1291 ELL	92,746	319	-	7,506	8,433	7,608	7,575	7,543	7,556	46,541	46,205	92,746	-	100.00%	54,431	-
Total Instruction	**5,715,113**	**81,574**	**397,730**	**420,006**	**377,023**	**451,696**	**392,444**	**396,907**	**339,910**	**2,857,291**	**2,249,327**	**5,106,618**	**608,495**		**6,235,735**	**6,544,745**
Support Services																
2113 Family Support Liaison	56,254	-	65	65	467	776	65	65	65	1,566	684	2,250	54,004	4.00%	54,323	106,925
2114 Staff Accounting Services	134,066	22,404	28,610	32,760	23,254	22,104	29,129	22,162	23,138	203,563	57,536	261,099	(127,033)	194.75%	279,106	275,000
2120 Guidance Services	111,172	-	-	-	-	-	-	-	-	-	-	-	111,172	0.00%	-	113,449
2122 Guidance Services	-	-	-	2,938	(1,156)	890	890	893	893	5,347	(5,347)	0	(0)	0.00%	-	-
2134 Nurse Services	-	-	-	1,758	1,578	906	732	516	1,125	6,615	8,385	15,000	(15,000)	0.00%	-	-
2142 Psychological Testing Services	40,000	-	-	3,251	-	7,346	8,069	221	3,925	22,810	9,190	32,000	8,000	80.00%	-	
2150 Speech Pathology and Audiology Services	-	-	-	7,119	7,118	7,117	7,117	7,141	7,141	42,753	62,753	105,505	(105,505)	0.00%	-	-
2152 Speech Pathology Services	49,809	-	5,864	597	3,534	-	3,671	10,915	6,357	30,937	23,852	54,790	(4,981)	110.00%	161,944	204,768
2160 Other Student Treatment Services	14,000	-	2,362	-	1,919	-	2,730	7,234	3,774	18,018	12,082	30,100	(16,100)	215.00%	17,771	-
2190 Service Direction, Student Support Services	260,933	2,890	-	13,364	14,593	11,738	11,288	11,402	11,406	76,682	79,878	156,560	104,373	60.00%	88,807	100,128
2222 Library/Media Center	1,250	-	-	-	74	-	-	-	-	74	-	74	1,176	5.92%	-	39,106
2230 Assessment and Testing	-	-	-	1,245	1,093	888	888	890	890	5,893	6,107	12,000	(12,000)	0.00%		
2240 Staff Development	1,000	-	-	-	-	2,370	-	-	-	2,370	630	3,000	(2,000)	300.00%	34,426	1,063
2310 Board of Education	180,750	6,586	10,754	24,393	10,251	23,821	(11,542)	5,901	1,608	71,773	90,902	162,675	18,075	90.00%	172,584	163,450
2321 Office of the Superintendent Services	373,103	26,436	28,855	40,465	25,644	25,951	25,852	25,878	20,902	219,984	115,809	335,793	37,310	90.00%	340,042	350,574
2410 Office of the Principal Services	1,046,124	53,739	87,330	151,142	104,907	54,016	53,606	49,627	105,034	659,402	167,036	826,438	219,686	79.00%	1,234,165	1,269,651
2520 Fiscal Services	484,103	39,584	32,600	43,319	23,910	23,956	23,625	9,961	9,051	206,006	239,369	445,375	38,728	92.00%	440,450	394,773
2540 Operation & Maintenance of Plant	647,012	96,188	63,956	56,528	34,676	54,574	35,027	43,628	51,673	436,250	178,411	614,661	32,351	95.00%	679,074	697,202
2543 Care and Upkeep of Grounds	-	-	121	-	417	-	-	-	-	538	-	538	(538)	0.00%	-	
2544 Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	0.00%	12,654	6,553
2550 Student Transportation Services-Alsea	683,498	35,342	29,824	64,553	63,089	65,120	57,627	39,396	59,235	417,936	231,388	649,323	34,175	95.00%	682,712	636,820
2550 Student Transportation Services-KV	365,650	14,299	8,108	24,795	36,053	25,492	27,488	30,140	27,119	193,493	117,309	310,803	54,848	85.00%	299,815	371,241
2550 Student Transportation Services-WLA	410,215	13,732	7,616	32,071	46,643	31,491	27,754	37,207	29,149	225,663	155,837	381,500	28,715	93.00%	353,841	319,550
2558 Special Ed Transportation Services	54,103	1	-	1,094	3,176	2,127	-	431	-	6,829	3,991	10,821	43,282	20.00%	15,304	11,267
2572 Purchasing Services	-	-	-	-	-	-	-	-	-	-	-	-	-	0.00%	-	17,109
2660 Technology	267,915	7,576	12,197	10,303	7,130	34,852	4,047	8,187	8,244	92,537	57,496	150,032	117,883	56.00%	420,892	295,464
Total Support Services	5,180,957	318,777	318,262	511,757	408,369	395,537	308,062	311,795	370,729	2,947,039	1,613,297	4,560,336	620,621		5,287,909	5,374,093
Other Requirements														-		
5110 Long-Term Debt Service	19,995	0	0	19,995	0	0	0	0	0	19,995	-	19,995	$ 0	100.00%	141,278	151,499
5200 Transfers of Funds	530,000	0	0	0	0	0	400,000	0	0	400,000	130,000	530,000	-	100.00%	281,500	281,500
6000 Contingency	120,000	0	0	0	0	0	0	0	0	0	-	-	120,000	0.00%	-	93,755
Total Other Requirements	**669,995**	-	-	19,995	-	-	400,000	-	-	419,995	130,000	549,995	120,000		422,778	526,754
Total Requirements	**$ 11,566,065**	**$ 400,351**	**$ 715,992**	**$ 951,758**	**$ 785,392**	**$ 847,233**	**$ 1,100,507**	**$ 708,702**	**$ 710,639**	**$ 6,224,325**	**$ 3,992,624**	**$ 10,216,949**	**$ 1,349,116**		**11,946,422**	**$ 12,445,592**

Alsea School District 7J
YTD Appropriations - General Fund
For the Fiscal Year 2022-2023
As of 02/28/2023

Fund		Appropriations	Resolutions	YTD	Encumbrances	Totals	(Over)/Under Budget
General Fund, 100							
1000	Instruction	$ 5,715,113	$ -	$ 2,857,291	$ 2,249,327	$ 5,106,618	$ 608,495
2000	Support Services	$ 5,180,957	$ -	$ 2,947,039	$ 1,613,297	$ 4,560,336	$ 620,621
5100	Debt Service	$ 19,995	$ -	$ 19,995	$ -	$ 19,995	$ 0
5200	Transfers	$ 530,000	$ -	$ 400,000	$ 130,000	$ 530,000	$ -
6000	Contigency	$ 120,000	$ -	$ -	$ -	$ -	$ 120,000
	Sub Totals	**$ 11,566,065**	**$ -**	**$ 6,224,325**	**$ 3,992,624**	**$ 10,216,949**	**$ 1,349,116**
Totals		**$ 11,566,065**	**$ -**	**$ 6,224,325**	**$ 3,992,624**	**$ 10,216,949**	**$ 1,349,116**

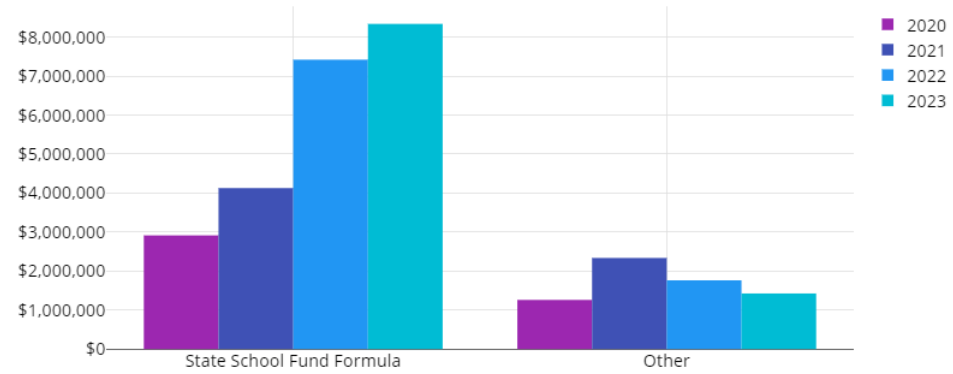
2022-2023 Alsea SD 7J | General Fund Monthly Revenue Overview

General Fund Historical Revenues for Current Month



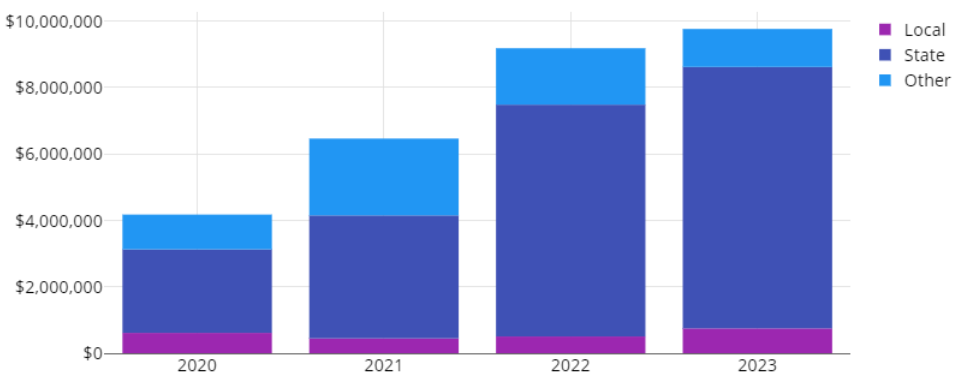
For the Month Ending - FEB

General Fund Year to Date Revenues



For the Period JUL - FEB

General Fund Year to Date Revenues by Source



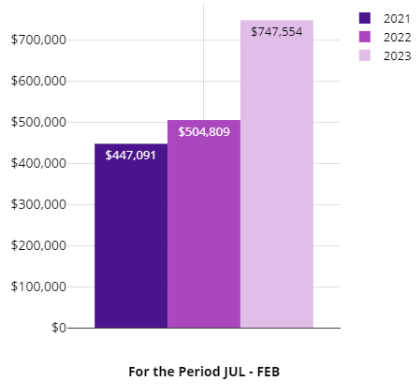
For the Period JUL - FEB

Source Level 1	For the Period JUL - FEB			
	2020	2021	2022	2023
	YTD Amount	YTD Amount	YTD Amount	YTD Amount
1000-1999 Local Sources	$612,691	$447,091	$504,809	$747,554
2000-2999 Intermediate Sources	$8,268	$13,517	$2,095	$0
3000-3999 State Sources	$2,514,750	$3,703,456	$6,980,743	$7,872,895
5000-5999 Other Sources	$1,039,793	$2,300,055	$1,696,388	$1,143,699

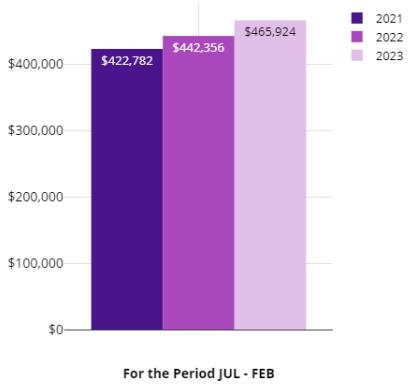
2022-2023 Alsea SD 7J | General Fund Overview - Revenue

YTD Local Sources	YTD State Sources	YTD All Sources (except 5400s)
140.39% of Budget	74.53% of Budget	77.61% of Budget
Prior Year YTD: 85.17% of Actuals	Prior Year YTD: 64.67% of Actuals	Prior Year YTD: 65.71% of Actuals

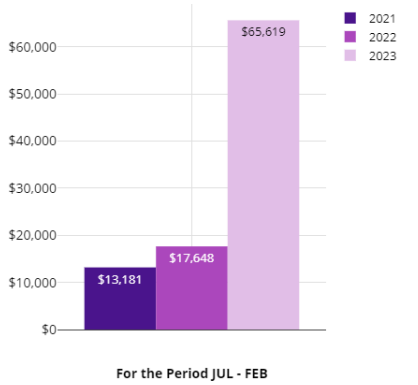
Local Sources (1000s)



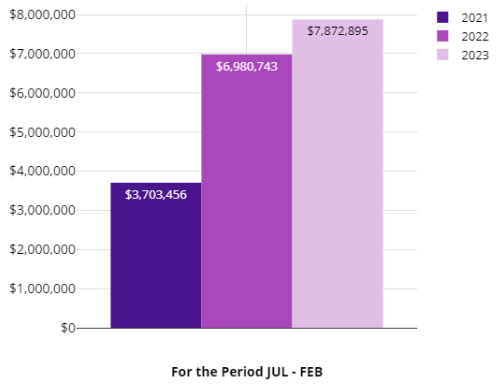
Property Taxes (1100s)



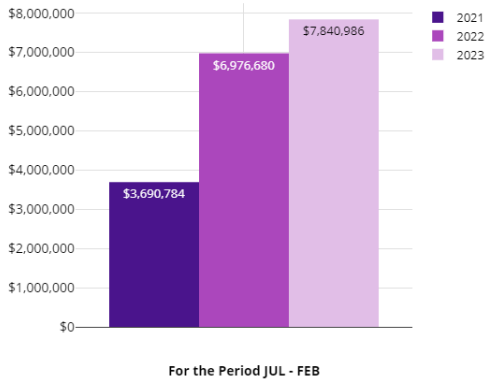
Interest Earnings (1500s)



State Sources (3000s)

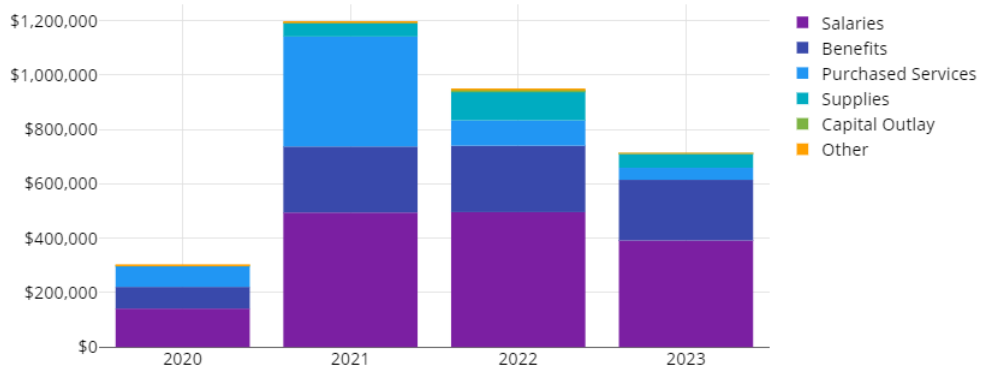


State School Fund (3101)



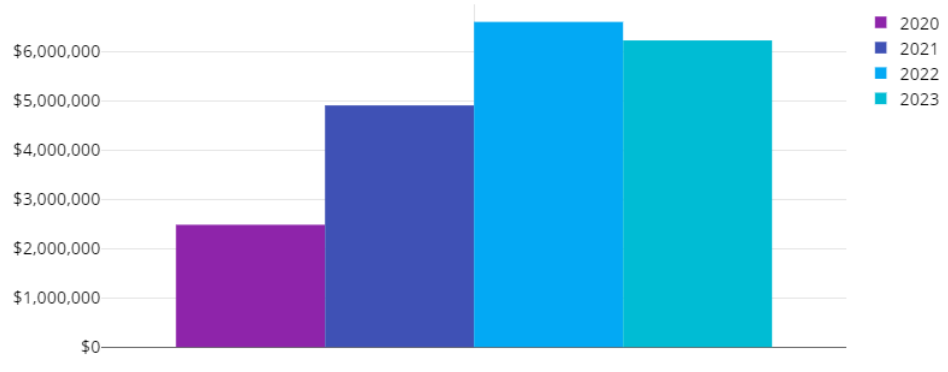
2022-2023 Alsea SD 7J | General Fund Monthly Expenditure Overview

General Fund Historical Expenses for Current Month



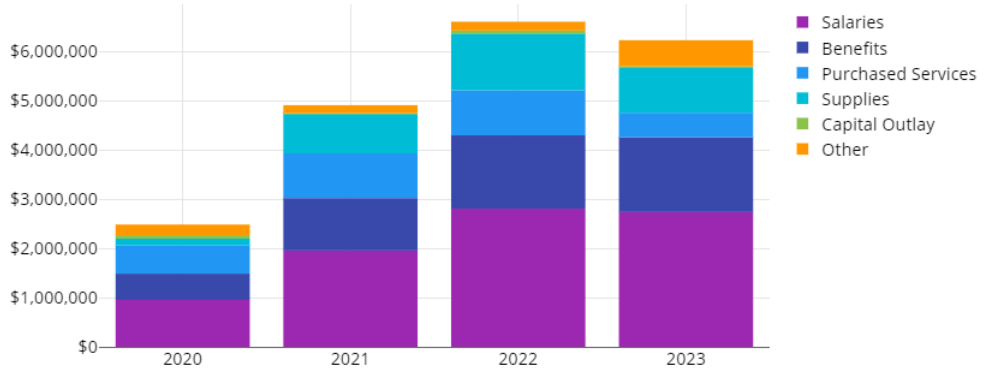
For the Month Ending - FEB

General Fund Year to Date Expenses



For the Period JUL - FEB

General Fund Year to Date Expenses by Object



For the Period JUL - FEB

Object Level 1	For the Period JUL - FEB			
	2020	2021	2022	2023
	YTD Amount	YTD Amount	YTD Amount	YTD Amount
Salaries	$951,709	$1,954,093	$2,805,702	$2,735,552
Benefits	$534,601	$1,065,646	$1,487,288	$1,518,499
Purchased Services	$570,378	$908,356	$916,569	$497,791
Supplies	$139,055	$800,596	$1,150,963	$908,628
Capital Outlay	$71,848	$12,190	$58,923	$36,858
Other	$214,781	$164,530	$180,771	$526,997

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

YTD Salary and Benefits

50.61% of Budget

Prior Year YTD: 56.36% of Actuals

YTD Purchased Services

53.56% of Budget

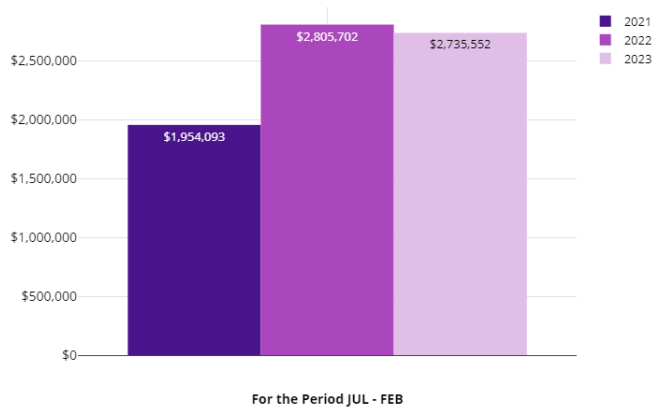
Prior Year YTD: 43.76% of Actuals

YTD Other Expenses

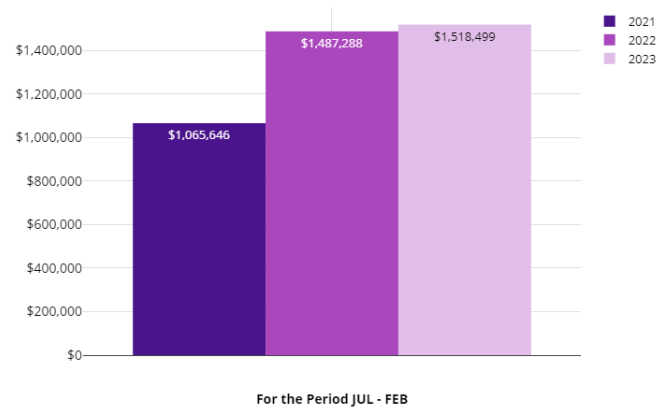
69.77% of Budget

Prior Year YTD: 62.19% of Actuals

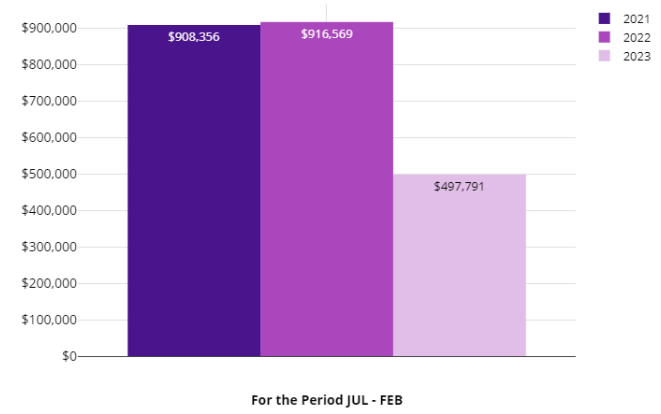
Salaries (100s)



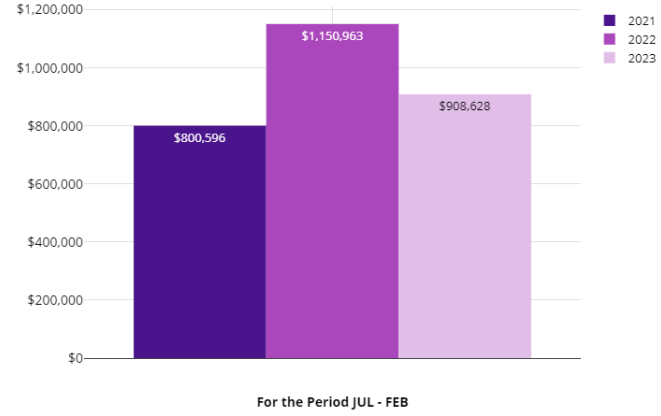
Benefits (200s)



Purchased Services (300s)



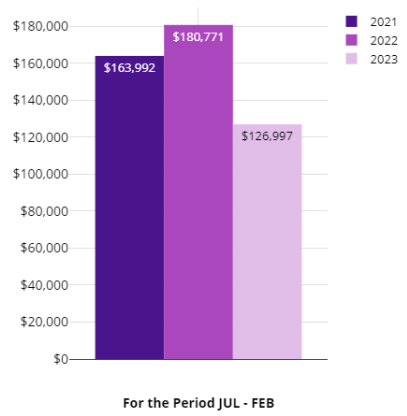
Supplies (400s)



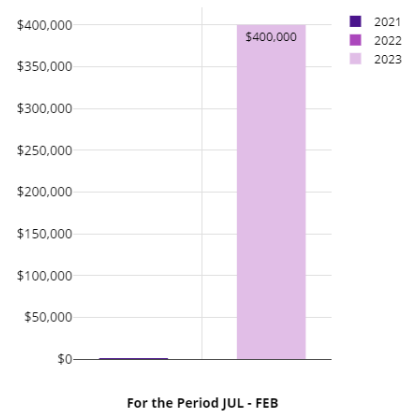
Capital Outlay (500s)



Other Objects (600s)



Transfers (700s)



History

ODE 5/3/2020	ODE 5/1/2021	ODE 5/6/2022	ODE 5/6/2022		Adjusted for Current Projections	ESTIMATES		ESTIMATES	
2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**Statewide Estimates**	**2022-2023**	**2023-2024**	**2024-2025**	**2023-2024**	**2024-2025**
$8,200,000,000	$8,996,000,000	$8,996,000,000	$9,296,000,000	Budget Appropriation	$9,296,000,000	$9,900,000,000	$9,900,000,000	$10,300,000,000	$10,300,000,000
50%	49%	51%	49%	Revenue Split	51%	49%	51%	49%	51%
$4,100,000,000	$4,408,040,000	$4,587,960,000	$4,555,040,000	Gross State Revenue	$4,740,960,000	$4,851,000,000	$5,049,000,000	$5,047,000,000	$5,253,000,000
$1.766122983	$1.871529405	$1.945222853	$2.019937315	School District Funding Ratio	$2.097754144	$2.133107705	$2.218391802	$2.193912664	$2.281678596
2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**District Estimates**	**2022-2023**	**2023-2024**	**2024-2025**	**2023-2024**	**2024-2025**
465.87	465.87	959.63	1,116.40	District Extended ADMw	1,116.40	615.00	595.00	615.00	595.00
$517,017	$781,055	$792,566	$588,000	Transportation Grant	$770,000	$840,000	$890,000	$840,000	$890,000
(1.11)	(0.80)	(6.31)	(6.31)	District Teacher Experience Factor #	(6.31)	(6.31)	(6.31)	(6.31)	(6.31)
2018-2019	**2019-2020**	**2020-2021**	**2021-2022**		**2022-2023**	**2023-2024**	**2024-2025**	**2023-2024**	**2024-2025**
$3,679,696	$3,906,066	$8,105,676	$9,792,009	General Purpose Grant	$10,169,257	$5,696,429	$5,731,523	$5,858,808	$5,895,033
$4,196,713	$4,687,121	$8,898,241	$10,380,009	Total Formula	$10,939,257	$6,536,429	$6,621,523	$6,698,808	$6,785,033
$3,736,922	$4,225,551	$8,425,066	$9,911,300	SSF Grant Calculation	$10,396,757	$5,973,929	$6,039,023	$6,136,308	$6,202,533
				**This loss with PT and other Local Rev. Estimated		($4,402,828)	$85,094	($4,240,449)	$86,225

Date: 11/23/2022

To: District Business Managers

Re: 2022-23 State School Fund Estimates

2021 - 22	2022 - 23	2021-23 Biennium
$4,555,040,000	**$4,740,960,000**	**$9,296,000,000**

	2021-22 Budget Appropriation for school districts & ESDs:	**$4,740,960,000**
Oregon Revised Statute	Less Reserve Account:	($20,000,000)
327.008(15,16)	Less TAG, Speech Pathology, and Oregon Virtual School District:	($1,050,000)
327.859(b), 327.023(1)	Less Long Term Care and State Schools:	($14,500,000)
327.008(13)	English Language Learner Improvement Funds:	($6,250,000)
327.008(12)(a)(A)	Educator Advancement Fund (EAF):	($3,129,000)
327.008(17)	Less Small High School Grant	($2,500,000)
327.008(3)	Less Charter School Closure Funds	($300,000)
327.339	Less Local Option Equalization Grant:	($2,000,000)
327.008(9)	Less Office of School Facilities:	($6,000,000)
327.008(10)	Skilled Nursing Facilities (pediatric nursing):	($2,577,479)
327.531	Free Lunch program:	($1,425,188)
	Menstrual Hygiene HB 3294	($2,853,450)
Transfers/Deductions		($62,585,117)
State Revenue for Formula		**$4,678,374,884**
District Local Revenue:		$2,234,942,776
ESD Local Revenue:		$151,907,372
Local Rev. for Formula (District + ESD)		**$2,386,850,148**
Total Revenue For Formula		**$7,065,225,032**
District Share at 95.50%		$6,747,289,905
ESD Share at 4.50%		$317,935,126
Other Transfers/Deductions:	327.008(11) Less High Cost Disability Grants:	($55,000,000)
327.008(8)	Less Facility Grants:	($1,500,000)
327.008 (12)(a)-(B)	Less share of EAF	($8,735,125)
Districts		($65,235,125)
327.008(14)	Less ESD testing contract:	($550,000)
327.008(12)(a)-(C)	Less share of EAF	($8,735,125)
ESDs		($9,285,125)
Formula Revenue for Distribution		
School Districts		**$6,682,054,780**
ESDs		**$308,650,001**

Sources for 2022-23 Estimates

ADMr:	Estimated
Property Taxes:	Estimated
Common School Fund:	Estimated
Federal Forest Fees:	Estimated
Other Local Revenues:	Estimated
Teacher Experience:	2021-22
11% Cap Waiver Basis:	2021-22
Poverty Basis:	December 2021
School District Funding Ratio:	2.097753797
Transportation Grant:	$269,553,267.90
Estimated ADMr:	548,676
Estimated ADMw:	679,217
District Accrual per ADMw:	$555
ESD Accrual per ADMw:	$20
YCEP/JDEP amount per ADMw:	$9,440

If you have any questions please contact Adam Krein at Adam.Krein@state.or.us

Date: 2/17/2023

To: District Business Managers

Re: 2022-23 State School Fund Estimates

2021-22	2022-23	2021-23 Biennium
$4,555,040,000	**$4,740,960,000**	**$9,296,000,000**

	Budget Appropriation for school districts & ESDs:	**$4,740,960,000**
Oregon Revised Statute	Less Reserve Account:	($20,000,000)
327.008(15,16)	Less TAG, Speech Pathology, and Oregon Virtual School District:	($1,050,000)
327.859(b), 327.023(1)	Less Long Term Care and State Schools:	($14,500,000)
327.008(13)	English Language Learner Improvement Funds:	($6,250,000)
327.008(12)(a)(A)	Less Educator advancement fund(EAF)	($3,129,000)
327.008(17)	Less Small High School Grant	($2,500,000)
327.008(3)	Less Charter School Closure Funds	($300,000)
327.339	Less Local Option Equalization Grant:	($2,000,000)
327.008(9)	Less Office of School Facilities:	($6,000,000)
327.008(10)	Skilled Nursing Facilities (pediatric nursing):	($2,577,479)
327.531	Free Lunch program:	($1,425,188)
	Menstrual Hygiene HB 3294	($2,853,450)
Transfers/Deductions		($62,585,117)
State Revenue for Formula		**$4,678,374,883**
District Local Revenue:		$2,258,537,480
ESD Local Revenue:		$153,212,111
Local Rev. for Formula (District + ESD)		**$2,411,749,591**
Total Revenue For Formula		**$7,090,124,474**
District Share at 95.50%		$6,771,068,872
ESD Share at 4.50%		$319,055,601
Other Transfers/Deductions:	327.008(11) Less High Cost Disability Grants:	($55,000,000)
327.008(8)	Less Facility Grants:	($1,500,000)
327.008 (12)(a)(B)	Less share of EAF	($8,735,125)
Districts		($65,235,125)
327.008(14)	Less ESD testing contract:	($484,000)
327.008(12)(a)(C)	Less share of EAF	($8,735,125)
ESDs		($9,219,125)
Formula Revenue for Distribution		
School Districts		**$6,705,833,747**
ESDs		**$309,836,476**

Sources for 2022-23 Estimates

ADMr:	2nd period
Property Taxes:	Estimated
Common School Fund:	Estimated
Other Local Revenues:	Estimated
Teacher Experience:	2021-22
11% Cap Waiver Basis:	2020-21
Poverty Basis:	December 2022
School District Funding Ratio:	2.126486097
Estimated Transportation Grant:	$274,914,086.50
Estimated ADMr:	545,945
Estimated ADMw:	671,900
District Accrual per ADMw:	$561
ESD Accrual per ADMw:	$20
YCEP/JDEP amount per ADMw:	$9,569

If you have any questions please contact Adam.Krein@ode.oregon.gov

STATE SCHOOL FUND GRANT

2022-2023

Based on $9.299 Billion Budget with a 49/51 split as of 11/23/2022

Benton County, Alsea SD 7J - 1899

2022-2023 Local Revenue

Property Taxes and in-lieu of property taxes from local sources	=	$435,000.00
Federal Forest Fees	=	$0.00
Common School Fund	=	$68,907.66
County School Fund	=	$2,500.00
State Managed Timber	=	$0.00
ESD Equalization	=	$0.00
In-Lieu of Property Taxes(non-local sources)	=	$0.00
Revenue Adjustments	=	$0.00
Sum of Local Revenue	=	**$506,407.66**

2022-2023 Experience Adjustment

District Average Teacher Experience	=	5.99
State Average Teacher Experience	=	12.30
Experience Adjustment (Difference in District and State Teacher Experience)	=	**-6.31**

2022-2023 Transportation Grant

Salaries	=	N/A
Payroll	=	N/A
Purchased Services	=	N/A
Supplies	=	N/A
Other	=	N/A
Garage Depreciation	=	N/A
Bus Depreciation	=	N/A
Fees Collected	=	N/A
Non-Reimburseable	=	N/A
Net Eligible Trans Expenditures	=	$900,000.00
Transportation per ADMr Rank		86%
Transportation Reimbursement Rate		80.00%

80.00% of the Net Eligible Transportation Expenditures = the Transportation Grant $720,000.00

2022-2023 Extended ADMw

2022-2023 ADMw 671.15 **2021-2022 ADMw** 1,116.40 **Extended ADMw** 1,116.40

2022-2023 General Purpose Grant

Multiply the Teacher Experience Adjustment of -6.31 by $25 then add $4500 to the result = $4,342.25
Then multiply $4,342.25 by the Extended ADMw 1116.3981 and then by the funding ratio 2.09775379705 = $10,169,238.39

2022-2023 Total Formula Revenue

Add the General Purpose Grant $10,169,238.39 to the Transportation Grant $720,000.00 = $10,889,238.39

2022-2023 State School Fund Grant

Subtract the Local Revenue $506,407.66 from the Total Formula Revenue $10,889,238.39 = $10,382,830.73

2022-2023 Rates per ADMw

General Purpose Grant per Extended ADMw = $9,109

Total Formula Revenue per Extended ADMw = $9,754

Charter Schools Rate(ORS 338.155) = 15,152

Payments

SSF Total Paid To Date	SSF Estimated Remaining Balance Due
Small HS Grant Total Paid To Date	Small HS Grant Estimated Remaining Balance Due
Facility Grant Total Paid To Date	Facility Grant Estimated Remaining Balance Due
	High Cost Disability Estimated Remaining Balance Due

STATE SCHOOL FUND GRANT

2022-2023

Based on $9.299 Billion with a 49/51 split as of 2/17/2023

Benton County, Alsea SD 7J - 1899

2022-2023 Local Revenue

Property Taxes and in-lieu of property taxes from local sources	=	$480,000.00
Federal Forest Fees	=	$0.00
Common School Fund	=	$63,817.04
County School Fund	=	$6,500.00
State Managed Timber	=	$0.00
ESD Equalization	=	$0.00
In-Lieu of Property Taxes(non-local sources)	=	$0.00
Revenue Adjustments	=	$0.00
Sum of Local Revenue	=	**$550,317.04**

2022-2023 Experience Adjustment

District Average Teacher Experience	=	7.58
State Average Teacher Experience	=	11.90
Experience Adjustment (Difference in District and State Teacher Experience)	=	**-4.32**

2022-2023 Transportation Grant

Salaries	=	N/A
Payroll	=	N/A
Purchased Services	=	N/A
Supplies	=	N/A
Other	=	N/A
Garage Depreciation	=	N/A
Bus Depreciation	=	N/A
Fees Collected	=	N/A
Non-Reimburseable	=	N/A
Net Eligible Trans Expenditures	=	$1,200,000.00
Transportation per ADMr Rank		91%
Transportation Reimbursement Rate		90.00%

90.00% of the Net Eligible Transportation Expenditures = the Transportation Grant $1,080,000.00

2022-2023 Extended ADMw

2022-2023 ADMw 660.49 **2021-2022 ADMw** 1,129.65 **Extended ADMw** 1,129.65

2022-2023 General Purpose Grant

Multiply the Teacher Experience Adjustment of -4.32 by $25 then add $4500 to the result = $4,392.00
Then multiply $4,392.00 by the Extended ADMw 1129.645 and then by the funding ratio 2.126486097494 = $10,550,349.91

2022-2023 Total Formula Revenue

Add the General Purpose Grant $10,550,349.91 to the Transportation Grant $1,080,000.00 = $11,630,349.91

2022-2023 State School Fund Grant

Subtract the Local Revenue $550,317.04 from the Total Formula Revenue $11,630,349.91 = $11,080,032.87

2022-2023 Rates per ADMw

General Purpose Grant per Extended ADMw = $9,340

Total Formula Revenue per Extended ADMw = $10,296

Charter Schools Rate(ORS 338.155) = 15,973

Payments

SSF Total Paid To Date	$7,840,986	SSF Estimated Remaining Balance Due	$3,239,046.87
Small HS Grant Total Paid To Date	$0	Small HS Grant Estimated Remaining Balance Due	
Facility Grant Total Paid To Date	$0	Facility Grant Estimated Remaining Balance Due	
		High Cost Disability Estimated Remaining Balance Due	

STATE SCHOOL FUND GRANT

2023-2024

Based on $9.9 Billion Budget with a 49/51 split as of 2/22/2023

Benton County, Alsea SD 7J - 1899

2023-2024 Local Revenue

Property Taxes and in-lieu of property taxes from local sources	=	$500,000.00
Federal Forest Fees	=	$0.00
Common School Fund	=	$66,340.92
County School Fund	=	$6,500.00
State Managed Timber	=	$0.00
ESD Equalization	=	$0.00
In-Lieu of Property Taxes(non-local sources)	=	$0.00
Revenue Adjustments	=	$0.00
Sum of Local Revenue	=	**$572,840.92**

2023-2024 Experience Adjustment

District Average Teacher Experience	=	7.58
State Average Teacher Experience	=	11.90
Experience Adjustment (Difference in District and State Teacher Experience)	=	**-4.32**

2023-2024 Transportation Grant

Salaries	=	N/A
Payroll	=	N/A
Purchased Services	=	N/A
Supplies	=	N/A
Other	=	N/A
Garage Depreciation	=	N/A
Bus Depreciation	=	N/A
Fees Collected	=	N/A
Non-Reimburseable	=	N/A
Net Eligible Trans Expenditures	=	$1,200,000.00
Transportation per ADMr Rank		91%
Transportation Reimbursement Rate		90.00%

90.00% of the Net Eligible Transportation Expenditures = the Transportation Grant $1,080,000.00

2023-2024 Extended ADMw

2023-2024 ADMw 618.97 **2022-2023 ADMw** 660.49 **Extended ADMw** 660.49

2023-2024 General Purpose Grant

Multiply the Teacher Experience Adjustment of -4.32 by $25 then add $4500 to the result = $4,392.00
Then multiply $4,392.00 by the Extended ADMw 660.492 and then by the funding ratio 2.160205173097 = $6,266,497.85

2023-2024 Total Formula Revenue

Add the General Purpose Grant $6,266,497.85 to the Transportation Grant $1,080,000.00 = $7,346,497.85

2023-2024 State School Fund Grant

Subtract the Local Revenue $572,840.92 from the Total Formula Revenue $7,346,497.85 = $6,773,656.93

2023-2024 Rates per ADMw

General Purpose Grant per Extended ADMw = $9,488

Total Formula Revenue per Extended ADMw = $11,123

Charter Schools Rate(ORS 338.155) = 10,124

Payments

SSF Total Paid To Date	SSF Estimated Remaining Balance Due
Small HS Grant Total Paid To Date	Small HS Grant Estimated Remaining Balance Due
Facility Grant Total Paid To Date	Facility Grant Estimated Remaining Balance Due
	High Cost Disability Estimated Remaining Balance Due

10. **Payment of bills for February 2023**

STUDENT BODY ACCOUNTS

	Account Code	Program	Balance
ELEMENTARY	259.1113.xxxx.006.000.301	5th/6th Grade	$ 82.74
	259.1113.xxxx.006.000.315	Elementary Field Trip	$ -
	259.1113.xxxx.006.000.305	Elementary PE	$ 618.87
	259.1113.xxxx.006.000.310	Elementary Reading (Jog-a-Thon) *- Kindergarten $2,097.43* *- 1st Grade $885.97* *- 2nd Grade $623.90* *- 3rd Grade $689.88* *- 4th Grade $2,118.20* *- 5th Grade $647.73*	$ 7,063.11
	259.1113.xxxx.006.000.320	Forest Camp	$ 20.78
	259.1113.xxxx.006.000.325	Kindergarten	$ 181.02
MS	259.1122.xxxx.005.000.501	Middle School	$ 441.21
HIGH SCHOOL	259.1132.xxxx.007.000.466	Class of 2023	$ 406.22
	259.1132.xxxx.007.000.467	Class of 2024	$ 2,734.23
	259.1132.xxxx.007.000.469	Class of 2025	$ -
	259.1132.xxxx.007.000.404	Culinary Arts	$ 147.18
	259.1132.xxxx.007.000.316	HS Field Trip Fund	$ -
	259.1132.xxxx.007.000.406	Honor Society	$ 23.18
	259.1132.xxxx.007.000.407	Horticulture	$ 1,125.10
	259.1132.xxxx.007.000.410	Forestry	$ (364.30)
	259.1132.xxxx.007.000.409	Shop	$ 639.25
ATHLETICS	259.1132.xxxx.007.000.423	HS Baseball	$ 1,225.87
	259.1132.xxxx.007.000.424	HS Boys Basketball	$ 12.12
	259.1132.xxxx.007.000.427	MS & HS Girls Basketball	$ 2,488.65
	259.1132.xxxx.007.000.425	HS Cheer	$ -
	259.1132.xxxx.007.000.426	HS Football	$ 3,221.26
	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
	259.1132.xxxx.007.000.431	Wolverine Athletic Fund	$ 4,475.90
MISC PROGRAMS	259.xxxx.xxxx.00x.000.297	AIM	$ 500.00
	259.1132.xxxx.007.000.401	Annual (yearbook)	$ (785.99)
	259.1132.xxxx.007.000.402	Art	$ 87.41
	259.1132.xxxx.007.000.416	District/General Fund Raising	$ 1,003.14
	259.1132.xxxx.007.000.422	Gate Receipts	$ -
	259.1132.xxxx.007.000.468	Kingfisher	$ 202.00
	259.1132.xxxx.007.000.403	Leadership/Student Council	$ (2,996.78)
	259.1113.xxxx.006.000.330	Library	$ 991.25
	259.1132.xxxx.007.000.408	Music/Drama	$ 183.88
	259.1113.xxxx.006.000.298	PBIS/PTO	$ 35.61
	259.1113.xxxx.006.000.335	TAG	$ 240.00
	259.1113.xxxx.006.000.340	Technology for a Cause	$ 166.08
SCHOLARSHIP	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	$ 1,000.00
	259.1132.xxxx.007.000.454	Alsea Education Association Scholarship	$ -
	As of 2/28/23	**TOTAL**	**$ 37,316.44**

Alsea School District 7J

Disbursement Detail Listing

Bank Name: Citizens Bank - Checking
Date Range: 02/01/2023 - 02/28/2023
Sort By: Vendor
Voucher Range: -
Dollar Limit: $0.00
Fiscal Year: 2022-2023

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
Bank Name: Citizens Bank - Checking							
10739	02/09/2023	1230	AFPLANSERV	22123193777	100.2520.0640.000.000.000	403(b) Plan Fee Billing	$18.00
						Check Total:	$18.00
10734	02/02/2023	1220	Bart Rothenberger	BR Reimb 1/30/23	100.1132.0342.007.230.000	Rental House for OAD Conference 4/13-4/18	$1,184.00
						Check Total:	$1,184.00
10780	02/27/2023	1248	BENTON COUNTY HEALTH DEPARTMENT	EH23-46	299.3100.0380.000.000.000	School Food Inspections	$341.00
						Check Total:	$341.00
10759	02/16/2023	1234	BENTON COUNTY PUBLIC WORKS	0370 - 1/31/23	100.2540.0327.000.000.000	Water & Sewer Services	$262.40
10759	02/16/2023	1234	BENTON COUNTY PUBLIC WORKS	0390 - 1/31/23	100.2540.0327.000.000.000	Water & Sewer Services	$63.00
10759	02/16/2023	1234	BENTON COUNTY PUBLIC WORKS	0400 - 1/31/23	100.2540.0327.000.000.000	Water & Sewer Services	$34.00
						Check Total:	$359.40
10781	02/27/2023	1248	BEST POTS, INC.	495315	100.2540.0324.000.000.000	Blue Room Rental - Bus Barn	$112.80
						Check Total:	$112.80
10740	02/09/2023	1230	Betsy Brooks	13	100.2134.0389.000.000.000	January Hours Worked	$1,125.00
						Check Total:	$1,125.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230115-5	100.2540.0417.000.000.000	(2) Brass Fittings	$9.54
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230118-30	100.2550.0410.000.000.000	Windshield Wash	$26.34
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230118-31	100.2550.0410.000.000.000	Grommets	$18.12
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230118-32	100.2550.0410.000.000.000	Blister Packs	$50.47
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230118-33	100.2550.0410.000.000.000	CB Radio	$51.87
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230118-34	100.2550.0410.000.000.000	Tramsmission Fluid, Oil	$333.80
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230118-35	100.2550.0410.000.000.601	Winterized Windshield Washer Fluid	$26.94
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230231-6	100.2550.0410.000.000.000	(2) Radio Antenna Cables	$109.52

Alsea School District 7J

Disbursement Detail Listing

Bank Name: Citizens Bank - Checking
Date Range: 02/01/2023 - 02/28/2023
Sort By: Vendor
Voucher Range: -
Dollar Limit: $0.00
Fiscal Year: 2022-2023

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230305-1	100.2550.0410.000.000.000	Refund- (1) Dash Cam with GPS	($172.99)
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230306-14	100.2410.0353.000.000.612	LAHO Postage - FedEx	$62.81
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230306-15	100.2410.0353.000.000.612	LAHO Postage - FedEx	$64.98
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230306-16	100.2410.0353.000.000.612	LAHO Postage - FedEx	$65.25
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230306-17	100.2410.0353.000.000.612	LAHO Postage - FedEx	$163.15
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230306-18	100.2410.0353.000.000.612	LAHO Postage - FedEx	$96.95
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230306-19	100.2410.0353.000.000.612	LAHO Postage - FedEx	$101.43
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230306-20	100.2410.0353.000.000.612	LAHO Postage - FedEx	$135.08
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230306-21	100.2410.0353.000.000.612	LAHO Postage - FedEx	$27.92
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230318	100.2550.0410.000.000.601	KV Bus 59 - LH Headlight	$108.26
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230318	100.2550.0410.000.000.601	KV Bus 59 - RH Headlight	$108.26
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230343-1	252.1121.0410.005.550.000	(2) 30' Extension Cords - Safety	$44.78
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230343-1	252.1131.0410.007.550.000	(2) 30' Extension Cords - Safety	$67.18
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230343-2	252.1121.0410.005.550.000	Direct Drive Drum Fan - Safety	$119.60
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230343-2	252.1131.0410.007.550.000	Direct Drive Drum Fan - Safety	$179.40
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230343-3	252.1121.0410.005.550.000	Replace + New Safety Equipment	($44.78)
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230343-3	252.1131.0410.007.550.000	Replace + New Safety Equipment	($67.18)
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230343-4	252.1121.0410.005.550.000	Replace + New Safety Equipment	$47.78
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230343-4	252.1131.0410.007.550.000	Replace + New Safety Equipment	$71.66
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230352	252.1121.0410.005.550.000	Lumber Supplies	$700.39
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230352	252.1131.0410.007.550.000	Lumber Supplies	$1,050.58

Alsea School District 7J

Disbursement Detail Listing

Bank Name: Citizens Bank - Checking
Date Range: 02/01/2023 - 02/28/2023
Sort By: Vendor
Voucher Range: -
Dollar Limit: $0.00
Fiscal Year: 2022-2023

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230353-2	200.1131.0410.007.560.411	Weather Station Supplies	$833.96
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230360-2	100.2540.0410.000.000.000	Tarp	$38.99
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230360-3	100.2540.0410.000.000.000	Supplies	$14.14
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230360-4	100.2540.0417.000.000.000	Circular Saw, Blades, Adhesive	$361.96
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230360-5	100.2540.0410.000.000.000	(6) Florescent Bulbs	$89.94
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230360-6	100.2540.0416.000.000.000	Bleach, Dish Soap	$68.02
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230360-7	100.2540.0416.000.000.000	Laundry Detergent, Glass Cleaner	$65.19
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230361-10	100.2410.0353.000.000.612	LAHO Postage - USPS	$102.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230361-11	100.2410.0353.000.000.612	LAHO Postage - USPS	$28.65
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230361-12	100.2410.0353.000.000.612	LAHO Postage - USPS	$90.45
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230361-13	100.2410.0353.000.000.612	LAHO Postage - USPS	$60.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230361-14	100.2410.0353.000.000.612	LAHO Postage - USPS	$128.28
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230361-15	100.2410.0353.000.000.612	LAHO Postage - USPS	$58.95
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230361-16	100.2410.0353.000.000.612	LAHO Postage - USPS	$128.13
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230361-17	100.2410.0353.000.000.612	LAHO Postage - USPS	$49.45
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230361-9	100.2410.0353.000.000.612	LAHO Postage - USPS	$33.54
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230375	252.1131.0410.007.550.000	Safety Equipment for Dust	$65.15
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230377	100.1111.0410.006.054.000	(10) Wired Mice, (5) Headphones	$191.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230378	100.1111.0410.006.054.000	Book Display/Shelves	$67.75
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230384	207.2126.0342.007.000.000	YTP Conference 2023 - R. Kelley	$325.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230384	207.2126.0342.007.000.000	YTP Conference 2023 - D. Fricke	$325.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230395	100.1111.0410.006.058.000	RTI - Gel Pens	$29.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230396-1	100.1131.0410.007.050.000	HS Office Supplies - Replacement/Restocking	$142.89

Alsea School District 7J

Disbursement Detail Listing

Bank Name: Citizens Bank - Checking
Date Range: 02/01/2023 - 02/28/2023
Sort By: Vendor
Voucher Range: -
Dollar Limit: $0.00
Fiscal Year: 2022-2023

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230396-2	100.1131.0410.007.050.000	HS Office Supplies - Replacement/Restocking	$22.14
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230396-3	100.1131.0410.007.050.000	HS Office Supplies - Replacement/Restocking	$41.02
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230396-4	100.1131.0410.007.050.000	HS Office Supplies - Replacement/Restocking	$10.95
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230396-5	100.1131.0410.007.050.000	HS Office Supplies - Replacement/Restocking	$12.63
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230396-6	100.1131.0410.007.050.000	HS Office Supplies - Replacement/Restocking	$11.32
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230396-7	100.1131.0410.007.050.000	HS Office Supplies - Replacement/Restocking	$18.48
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230397	100.1111.0410.006.054.000	Visual timer for the students	$31.95
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230399	100.1131.0410.007.050.500	J-Term - Party Planning	$104.68
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230400	100.2550.0410.000.000.000	Van 1 - Headlight Assembly	$191.98
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230401-1	100.2540.0351.000.000.612	EFax Monthly Usage	$10.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230401-2	100.2540.0351.000.000.612	EFax Monthly Usage	$10.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230401-3	100.2540.0351.000.000.612	EFax Monthly Usage	$10.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230401-4	100.2540.0351.000.000.612	EFax Monthly Usage	$6.60
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230406	100.1111.0410.006.057.000	Kinder iPad Chargers	$74.95
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230407-1	100.1131.0410.007.120.000	Preserved Organisms	$151.48
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230407-2	100.1131.0410.007.120.000	Dissection Specimens	$542.46
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230408	100.1122.0410.005.230.000	MS BB Tounament Lunch Deposit - Eddyville	$100.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230409-1	100.1131.0410.007.560.000	Forestry Competition Supplies	$166.62
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230409-2	100.1131.0410.007.560.000	Forestry Competition Supplies	$84.86

Alsea School District 7J

Disbursement Detail Listing

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Fiscal Year: 2022-2023

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230415	100.1131.0410.007.050.000	Yearbook Sales Receipt Book	$34.90
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230416	100.1121.0410.005.120.000	Glowing Jellyfish Starter Kit	$94.98
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230417	100.2660.0480.000.000.000	PoE Switches for Wireless Upgrade	$239.97
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230418	100.2660.0410.000.000.000	Printer Toner	$227.94
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230419	259.1113.0410.006.000.310	Blue Pride Replenishment K-5	$154.47
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230420	100.2550.0410.000.000.000	Transportation Toner cartridge	$89.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230421	100.1111.0410.006.050.000	Elementary Assemly Awards	$60.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230428	252.1121.0410.005.550.000	Saw Blade Replacement	$38.38
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230428	252.1131.0410.007.550.000	Saw Blade Replacement	$57.56
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230433	100.2540.0389.000.000.000	Annual IPM Cooridinator Training	$190.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230440	100.1122.0342.005.230.000	All-League AD Meeting Food	$8.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230440	100.1132.0342.007.230.000	All-League AD Meeting Food	$12.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	22230442	100.1132.0410.007.230.000	HS BB Payoff Game Hospitality Coffee - J.City	$20.00
NCB	02/28/2023	1249	BMO - Credit Card Purchases	2223125-1	200.2113.0410.000.000.213	Family Outreach-Clothing	$236.81
NCB	02/28/2023	1249	BMO - Credit Card Purchases	2223126-2	100.1250.0351.000.320.612	Online SpEd Support Phone	$75.33
NCB	02/28/2023	1249	BMO - Credit Card Purchases	2223126-2	100.2113.0351.000.000.000	Family Support Staff Phone	$64.57
NCB	02/28/2023	1249	BMO - Credit Card Purchases	2223126-2	100.2540.0351.000.000.612	LAHO Staff Phone	$55.58
NCB	02/28/2023	1249	BMO - Credit Card Purchases	2223127-2	100.2321.0342.000.000.000	Refund-S.Gallagher Lodging - Winter Conf 1/25-1/27	($220.90)

Alsea School District 7J

Disbursement Detail Listing

Bank Name: Citizens Bank - Checking **Date Range:** 02/01/2023 - 02/28/2023 **Sort By:** Vendor

Fiscal Year: 2022-2023 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	02/28/2023	1249	BMO - Credit Card Purchases	2223141	100.2660.0470.000.000.000	Eversign Electronic Document Signature	$1,151.90
NCB	02/28/2023	1249	BMO - Credit Card Purchases	2223142	100.2410.0440.000.000.000	Electronic Newspaper Subscription	$12.00
						Check Total:	$11,059.16
10735	02/02/2023	1220	CARSON OIL CO., INC./MSC 63052	0817392Bio	100.2550.0418.000.000.000	Biodiesel - 613.2 Gal @ $3.7720	$2,313.05
10735	02/02/2023	1220	CARSON OIL CO., INC./MSC 63052	0817392Unlead	100.2550.0418.000.000.000	Unleaded Fuel - 206.6 Gal @ $3.0894	$638.29
						Check Total:	$2,951.34
10782	02/27/2023	1248	CARSON OIL CO., INC./MSC 63052	0825485	100.2550.0418.000.000.000	Biodiesel 720.6 gal @ $3.5002	$2,522.27
10782	02/27/2023	1248	CARSON OIL CO., INC./MSC 63052	0825698	100.2540.0326.000.000.000	Heating Fuel 4,448.30 gal @ $3.5181	$15,649.66
						Check Total:	$18,171.93
10752	02/09/2023	1231	Cherry Campbell	CC Mileage 1/31/23	100.2550.0331.000.000.000	Student Transportation to Clemens Primary	$943.20
						Check Total:	$943.20
10729	02/01/2023	1219	Cintas Corporation - 172	4144334382	100.2540.0416.000.000.000	Custodial Supplies for 22/23 school year	$963.71
						Check Total:	$963.71
10741	02/09/2023	1230	Cintas Corporation - 172	1903706711	100.2540.0416.000.000.000	Custodial Supplies for 22/23 school year	$130.00
10741	02/09/2023	1230	Cintas Corporation - 172	1903714469	100.2540.0416.000.000.000	Custodial Supplies for 22/23 school year	$189.00
10741	02/09/2023	1230	Cintas Corporation - 172	4145033913	100.2540.0416.000.000.000	Custodial Supplies for 22/23 school year	$558.50
10741	02/09/2023	1230	Cintas Corporation - 172	4145732162	100.2540.0416.000.000.000	Custodial Supplies for 22/23 school year	$755.69
						Check Total:	$1,633.19

Alsea School District 7J

Disbursement Detail Listing

Bank Name: Citizens Bank - Checking
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Dollar Limit: $0.00
Fiscal Year: 2022-2023

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10783	02/27/2023	1248	Cintas Corporation - 172	1903733270	100.2540.0416.000.000.000	Custodial Supplies for 22/23 school year	$189.00
10783	02/27/2023	1248	Cintas Corporation - 172	4146428902	100.2540.0416.000.000.000	Custodial Supplies for 22/23 school year	$391.00
10783	02/27/2023	1248	Cintas Corporation - 172	4147156377	100.2540.0416.000.000.000	Custodial Supplies for 22/23 school year	$832.19
						Check Total:	$1,412.19
10742	02/09/2023	1230	COENERGY -Valley Office	24718	100.2540.0326.000.000.000	Propane for Playshed heater	$100.35
10742	02/09/2023	1230	COENERGY -Valley Office	24760	100.2540.0326.000.000.000	Propane for Playshed heater	$221.35
						Check Total:	$321.70
10760	02/16/2023	1234	COENERGY -Valley Office	24796	100.2540.0326.000.000.000	Propane for Maintenance Shop	$145.18
10760	02/16/2023	1234	COENERGY -Valley Office	24797	100.2540.0326.000.000.000	Propane for Playshed heater	$144.90
						Check Total:	$290.08
10784	02/27/2023	1248	COENERGY -Valley Office	24943	100.2540.0326.000.000.000	Propane for Playshed heater	$123.45
						Check Total:	$123.45
10743	02/09/2023	1230	CONSUMERS POWER INC.	14280200 - 2/1/23	100.2540.0325.000.000.000	Electric Services	$131.80
10743	02/09/2023	1230	CONSUMERS POWER INC.	486400 - 2/1/23	100.2540.0325.000.000.000	Electric Services	$1,702.08
10743	02/09/2023	1230	CONSUMERS POWER INC.	486401 - 2/1/23	100.2540.0325.000.000.000	Electric Services	$315.77
10743	02/09/2023	1230	CONSUMERS POWER INC.	486402 - 2/1/23	100.2540.0325.000.000.000	Electric Services	$136.86
10743	02/09/2023	1230	CONSUMERS POWER INC.	486403 - 2/1/23	100.2540.0325.000.000.000	Electric Services	$194.12
						Check Total:	$2,480.63
10736	02/02/2023	1220	CORVALLIS SCHOOL DISTRICT 509J	FtoS 2/1/23	299.3100.0380.000.000.000	Farm to School Base	$995.69
						Check Total:	$995.69
10753	02/09/2023	1231	Criminal Information Services, Inc.	109521	100.2310.0640.000.000.000	Staff/Volunteer Background Checks	$23.00

Disbursement Detail Listing

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Fiscal Year: 2022-2023

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10753	02/09/2023	1231	Criminal Information Services, Inc.	109521	100.2310.0640.000.000.000	Staff/Volunteer Identity Verification	$2.00
						Check Total:	$25.00
10761	02/16/2023	1234	CTX-Xerox	IN3236647	100.1111.0355.006.050.000	Elementary Copies on Xerox Copiers	$8.87
10761	02/16/2023	1234	CTX-Xerox	IN3236647	100.1121.0355.005.050.000	Middle School Copies on Xerox Copiers	$3.94
10761	02/16/2023	1234	CTX-Xerox	IN3236647	100.1131.0355.007.050.000	High School Copies on Xerox Copiers	$5.91
10761	02/16/2023	1234	CTX-Xerox	IN3236647	100.1250.0355.000.320.000	SPED Copies on Xerox Copiers	$0.98
						Check Total:	$19.70
10762	02/16/2023	1234	David Crowe	DC Reimb 2/6/23	100.1121.0410.005.050.500	Prize Controller - J-Term Arcade Games	$29.60
10762	02/16/2023	1234	David Crowe	DC Reimb 2/6/23	100.1131.0410.007.050.500	Prize Controller - J-Term Arcade Games	$44.40
						Check Total:	$74.00
10754	02/09/2023	1231	David Lynch	DL Reimb 2/6/23	259.1132.0410.007.000.402	Supplies for Pottery Club - Clay	$249.00
10754	02/09/2023	1231	David Lynch	DL Reimb 2/6/23	259.1132.0410.007.000.402	Supplies for Pottery Club - Glaze	$84.00
10754	02/09/2023	1231	David Lynch	DL Reimb 2/6/23	259.1132.0410.007.000.402	Supplies for Pottery Club - Cone Bar	$13.80
						Check Total:	$346.80
10785	02/27/2023	1248	Day Wireless Systems	764326	100.2660.0359.000.000.000	Wireless Service	$1,801.22
						Check Total:	$1,801.22
10730	02/01/2023	1219	Delp's Awards	51091	100.1132.0410.007.230.000	Wrestling Metals for Tournament	$109.15
						Check Total:	$109.15
10786	02/27/2023	1248	Diane J. Potratz	Alsea Jan/Feb	100.1250.0389.000.320.612	Therapy Services for LAHO Students	$250.00

Disbursement Detail Listing

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
						Check Total:	$250.00
10787	02/27/2023	1248	HMK Company	2361	410.4150.0385.000.000.000	Bond Project Manager Services Jan	$125.00
						Check Total:	$125.00
10744	02/09/2023	1230	Industrial Welding Supply, Inc.	00299062	259.1132.0324.007.000.403	Helium Tank Rental	$5.00
						Check Total:	$5.00
10788	02/27/2023	1248	Integrity Management Solutions, LLC	ASD-1	410.4150.0385.000.000.000	Bond Project Mgmt Svs - Jan	$6,710.00
						Check Total:	$6,710.00
10763	02/16/2023	1234	JOHN BOY'S ALSEA MERCANTILE	5135	100.1121.0410.005.050.500	Prizes for J-Term Poker Class	$36.00
10763	02/16/2023	1234	JOHN BOY'S ALSEA MERCANTILE	5135	100.1131.0410.007.050.500	Prizes for J-Term Poker Class	$54.00
10763	02/16/2023	1234	JOHN BOY'S ALSEA MERCANTILE	5135	100.1132.0410.007.230.000	Staff Water for Wrestling Tournament	$71.90
10763	02/16/2023	1234	JOHN BOY'S ALSEA MERCANTILE	5135	100.2540.0410.000.000.000	Door Latch	$2.49
						Check Total:	$164.39
10764	02/16/2023	1234	MARY'S PEAK TRUE VALUE	B331054	100.2550.0410.000.000.000	(7) 125V Connectors	$59.43
						Check Total:	$59.43
10737	02/02/2023	1220	Modern Building Systems, Inc.	0140848	100.2540.0324.000.000.000	Modular Building Rental	$780.42
						Check Total:	$780.42
10745	02/09/2023	1230	OSU Agricultural Education	AGD071 AECT0038	251.2240.0342.000.000.000	D.Crowe Ag Science/Tech Conference 2/10-2/11	$150.00
						Check Total:	$150.00
10765	02/16/2023	1234	Paradigm Learning Systems	36 Software	100.1288.0470.000.000.612	Learn at Home Oregon	$40,000.00
						Check Total:	$40,000.00
10746	02/09/2023	1230	PEAK INTERNET	176352 - 2/1/23	100.2660.0351.000.000.000	Monthly 1GB (2) and 500 Mb (1) Ethernet Transport	$339.50
						Check Total:	$339.50
10731	02/01/2023	1219	PIONEER TELEPHONE COOPERATIVE	101585 - 2/1/23	100.1140.0351.000.000.000	Preschool Internet - Reimbursed	$59.89

Disbursement Detail Listing

Bank Name: Citizens Bank - Checking **Date Range:** 02/01/2023 - 02/28/2023 **Sort By:** Vendor

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10731	02/01/2023	1219	PIONEER TELEPHONE COOPERATIVE	101585 - 2/1/23	100.2660.0351.000.000.000	Monthly Telephone Service	$1,350.61
						Check Total:	$1,410.50
10789	02/27/2023	1248	PresenceLearning, Inc.	INV56274	100.2152.0389.000.320.000	BMH Evaluation	$413.21
10789	02/27/2023	1248	PresenceLearning, Inc.	INV56274	100.2152.0389.000.320.000	Online Speech Language Pathology	$1,684.56
10789	02/27/2023	1248	PresenceLearning, Inc.	INV56274	100.2152.0389.000.320.612	Online Speech Language Pathology	$3,420.16
10789	02/27/2023	1248	PresenceLearning, Inc.	INV56274	100.2152.0389.000.320.612	BMH Evaluation	$838.94
10789	02/27/2023	1248	PresenceLearning, Inc.	INV56274	100.2160.0389.000.320.000	OT Evaluation and Services	$1,245.26
10789	02/27/2023	1248	PresenceLearning, Inc.	INV56274	100.2160.0389.000.320.612	OT Evaluation and Services	$2,528.25
						Check Total:	$10,130.38
10747	02/09/2023	1230	Propio LS, LLC	0104130123	100.1291.0389.000.000.000	Telephone Interpretation Services	$6.66
10747	02/09/2023	1230	Propio LS, LLC	0104130123	100.1291.0389.000.000.612	Telephone Interpretation Services	$15.54
						Check Total:	$22.20
10732	02/01/2023	1219	Read Naturally	259646	100.1111.0420.006.058.000	Read Live Licenses - 3/28/23 - 3/28/24	$435.00
						Check Total:	$435.00
10748	02/09/2023	1230	REPUBLIC SERVICES #452	0452-004933481	100.2540.0328.000.000.000	Garbage Service	$1,176.27
						Check Total:	$1,176.27
10749	02/09/2023	1230	Roxanne Kelley	RK Mileage 12/31/22	207.2126.0342.007.000.000	YTP Conf/Summer Program- R. Kelley Mileage	$256.88
10749	02/09/2023	1230	Roxanne Kelley	RK Mileage 7/1/22	207.2126.0342.007.000.000	YTP Travel 2022 - R. Kelley Mileage	$287.12
10749	02/09/2023	1230	Roxanne Kelley	RK Reimb 1/19/23	207.2126.0342.007.000.000	YTP Conferences 2022 - R. Kelley Reimb	$782.96
						Check Total:	$1,326.96

Disbursement Detail Listing

Bank Name: Citizens Bank - Checking
Date Range: 02/01/2023 - 02/28/2023
Sort By: Vendor
Voucher Range: -
Dollar Limit: $0.00
Fiscal Year: 2022-2023

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10733	02/01/2023	1219	Samuel H. Aley -School Psychologist, LLC	4	100.2142.0389.000.320.612	Phycho-Educational Evaluatinos - Jan 2023	$3,924.76
						Check Total:	$3,924.76
10766	02/16/2023	1234	Sara Cash	8	100.2310.0389.000.000.000	PIO Contract Hours - Jan/Feb	$1,329.75
						Check Total:	$1,329.75
10767	02/16/2023	1234	SILKE COMMUNICATIONS INC.	134245	100.2550.0351.000.000.000	Air Time Per Radio	$333.06
10767	02/16/2023	1234	SILKE COMMUNICATIONS INC.	134245	100.2550.0351.000.000.000	FCC License User Surcharge Fee	$35.49
						Check Total:	$368.55
10755	02/09/2023	1231	Straightline, PLLC	1697	410.4150.0383.000.000.000	Bond Project - Architecture	$2,600.00
						Check Total:	$2,600.00
10750	02/09/2023	1230	The Hungerford Law Firm, LLP	11285	100.2310.0382.000.000.000	Legal Services for Coaching Pay	$253.15
						Check Total:	$253.15
10751	02/09/2023	1230	Timber Supply Co., INC	619465	100.1131.0410.007.560.000	Hard Hat for Safety Unit	$79.50
10751	02/09/2023	1230	Timber Supply Co., INC	619512	100.1131.0410.007.560.000	Safety Equipment for Axe Targets	$180.00
						Check Total:	$259.50
10790	02/27/2023	1248	US Bank Equipment Finance	494852635	100.1111.0324.006.050.000	Lease for 4K134 Color Copy Machine Copy Machine	$71.43
10790	02/27/2023	1248	US Bank Equipment Finance	494852635	100.1111.0324.006.050.000	Lease for 4K133 Copy Machine	$158.72
10790	02/27/2023	1248	US Bank Equipment Finance	494852635	100.1121.0324.005.050.000	Lease for 4K132 Copy Machine	$63.49
10790	02/27/2023	1248	US Bank Equipment Finance	494852635	100.1121.0324.005.050.000	Lease for 4K134 Color Copy Machine Copy Machine	$31.75
10790	02/27/2023	1248	US Bank Equipment Finance	494852635	100.1131.0324.007.050.000	Lease for 4K134 Color Copy Machine Copy Machine	$47.62

Disbursement Detail Listing

Bank Name: Citizens Bank - Checking
Date Range: 02/01/2023 - 02/28/2023
Sort By: Vendor
Voucher Range: -
Dollar Limit: $0.00
Fiscal Year: 2022-2023

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
10790	02/27/2023	1248	US Bank Equipment Finance	494852635	100.1131.0324.007.050.000	Lease for 4K132 Copy Machine	$95.24
10790	02/27/2023	1248	US Bank Equipment Finance	494852635	100.1250.0324.000.320.000	Lease for 4K134 Color Copy Machine Copy Machine	$7.94

Check Total: $476.19

Bank Total: $119,159.29

Fund	Amount
100	$102,353.10
200	$1,070.77
207	$1,976.96
251	$150.00
252	$2,330.50
259	$506.27
299	$1,336.69
410	$9,435.00
Fund Totals:	$119,159.29

End of Report

Disbursements Grand Total: $119,159.29

11. **Discussion**
    a. **First Reading of Policies : IA-ING-AR, JB-JOD, KAB - LGA-AR(2)**
    b. **Budget Committee members (updated)**
    c. **Grant Application and MOU - Sara Littlefield**
    d. **Discuss general funds allocated to Bond work**
    e. **Instructional Calendar 2023-24**
    f. **2023 Football Season**

Instructional

Goals..... IA
Freedom of Expression..... IB
Relations with Home-Schooled Students..... IBDJA**
School Year/School Calendar..... IC/ICA
School Day..... ID
Organization of Instruction..... IE
Curriculum Development..... IF
Site Councils..... IFCA
Site Councils..... IFCA-AR
Course Approval..... IFD
Curriculum Guides and Course Outlines..... IFE
Teaching About Religion..... IGAC
Recognition of Religious Beliefs and Customs..... IGAC-AR
Recognition of Religious Beliefs and Customs..... IGACA
Recognition of Religious Beliefs and Customs..... IGACA-AR
Drug, Alcohol and Tobacco Prevention, Health Education..... IGAEB**
Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education **..... IGAI
Students with Disabilities - Child Identification Procedures..... IGBA
Students with Disabilities - Child Identification Procedures..... IGBA-AR

Education Records/Records of Students with Disabilities..... IGBAB/JO**
Education Records/Records of Students with Disabilities Management..... IGBAB/JO-AR
Special Education - Personnel..... IGBAC
Special Education - Participation in Regular Education Programs..... IGBAE
Special Education - Participation in Regular Education Programs **..... IGBAE-AR
Special Education - Individualized Education Program (IEP)..... IGBAF**
Special Education - Individualized Education Program (IEP)..... IGBAF-AR**
Special Education - Procedural Safeguards..... IGBAG**
Special Education - Procedural Safeguards..... IGBAG-AR**
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Special Education - Evaluation and Eligibility Procedures..... IGBAH-AR**
Special Education - Private Schools..... IGBAI
Special Education - Private Schools..... IGBAI-AR
Special Education - Free Appropriate Public Education (FAPE)..... IGBAJ
Special Education - Free Appropriate Public Education (FAPE)..... IGBAJ-AR
Special Education - Public Availability of State Application..... IGBAK
Special Education - Services for Home-Schooled Students with Disabilities..... IGBAL**
Special Education - Services for Home-Schooled Students with Disabilities..... IGBAL-AR**
Talented and Gifted Program..... IGBB
Complaints Regarding the Talented and Gifted Program and/or Services..... IGBB-AR

Identification - Talented and Gifted Students..... IGBBA**

Appeals Procedure for Talented and Gifted Identification and Placement.....** IGBBA-AR
Programs and Services - Talented and Gifted.....** IGBBC
Complaints Regarding Talented and Gifted Program..... IGBBC-AR
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Establishment of Alternative Education Programs..... IGBHB-AR
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Alternative Education Notification..... IGBHC-AR
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Expanded Options Program.....** IGBHE
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IGCA
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IGD
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IGDA
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IGDD
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IGDJ
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IIABB
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IIABB
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IIAD
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IIBGA
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Senior Trips.....
IICAA
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IICB
Volunteers.....
IICC
School Counseling Program.....
IJ
Child Development Specialist Program..... IJ-AR
Academic Achievement**.....
IK
Grading System.....
IKA
High School Classes/Courses for Upper Elementary Students.....
IKAC
Grade Reduction/Credit Denial.....
IKAD
Promotion and Retention of Students**.....
IKE
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IKF
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IL
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IM
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IMB
Studying Controversial Issues.....**
INB
Studying Controversial Issues.....**
INB
Flag Displays and Salutes.....**
INDB
Animals in District Facilities.....**
ING
Animals in District Facilities..... **ING-AR**

The following symbol is used on some policies:

**** 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.**

Equal Educational Opportunity .....**
JB
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Sexual Harassment .....**
JBA/GBN
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JBAA
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JBB

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JEA**
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JEBA**
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JECA**
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JECAA**
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JECBA**
**Admission of Exchange Students.....
JECBA**
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JECBD**
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JED**
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JEDA**
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JFCA
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JFCE/JFCEA
Gang Activity .....**
JFCEA
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JFCEB
Personal Electronic Devices and Social Media ..... JFCEB-AR**

Hazing ,Harassment, Intimidation, Bullying, Menacing, Cyberbullying,
Teen Dating Violence, Domestic Violence – Student **.....**
JFCF
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Teen Dating Violence Reporting Procedures – Student.....**
JFCF-AR
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Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems** .....**
JFCG/JFCH/JFCI
Prohibited Use, Possession, Distribution or Sale of Tobacco Products and
Inhalant Delivery Systems.....**
JFCG/KGC/GBK
Alcohol .....**
JFCH
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JFCI
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JFCJ
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JFCM
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JFG
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Legal Names of Students..... JOC
Media Access to Students..... JOD

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.

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Public Records Request..... KBA**
Public Records..... KBA-

AR
Public Records Request..... KBA-AR
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Appeal to the State Superintendent For Alleged Standards Violation.....

LGA-AR(2)

The following symbol is used on some policies:

**** 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.

Alsea School District 7J

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Special Education - Individualized Education Program (IEP)** ..... IGBAF-AR
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The following symbol is used on some policies:

** 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.

Alsea School District 7J

Code: **IA**
Adopted: 1/13/16
Orig. Code: IA

Instructional Goals

In establishing an effective educational program as part of the students' total education, the district recognizes the importance of developing a partnership that promotes the involvement of staff, parents and the community, including local school committees and advisory committees.

The district is committed to a continual process of collaborative decision making and goal setting that supports~~is framed around~~ the following characteristics:

1. Provides equal and open access and educational opportunities for all students regardless of their linguistic background, culture, race, sex, sexual orientation, gender, capability or geographic location;

2. Assumes that all students can learn and establishes high, specific skill and knowledge expectations, and recognizes individual differences at all instructional levels;

3. Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;

4. Supports the physical and cognitive growth and development of students;

5. Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;

6. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;

7. Provides for rigorous academic content standards and instruction in mathematics, science, language arts, history, geography, economics, civics, physical education, health, the arts and world languages~~English~~;

8. Provides students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;

~~9. Provides students with instruction in, but not limited to, health, physical education, world languages and the arts;~~

~~10.~~9. Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;

~~11.~~10. Provides students with the knowledge and skills that lead to an active, healthy lifestyle;

~~12.~~11. Provides students with the knowledge and skills to take responsibility for their decisions and choices;

~~13.~~12. Provides opportunities for students to learn through a variety of teaching strategies;

~~14.~~13. Emphasizes involvement of parents and community in the total education of students;

~~15.~~14. Transports students safely to and from school;

~~16.~~15. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;

~~17.~~16. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities;

~~18.~~17. Provides for a safe, educational environment;

~~19.~~18. Provides increased learning time;

~~20.~~19. Provides each student an education experience that supports~~Supports~~ students' academic growth beyond proficiency in academic content standards and encourages their attainment of challenging and aspirational individual goals; and

~~21.~~20. Utilizes valid and reliable data for evaluating the success of curriculum, instruction, resource allocation and school improvement.

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 329.125
ORS 336.067
OAR 581-022-2030
OAR 581-022-2315

House Bill 2056 (2021).

Alsea School District 7J

Code: **IB**
Adopted: 1/13/16
Orig. Code: IB

Freedom of Expression

Students have a general right to freedom of expression within the school system. The district requires~~,~~ ~~however,~~ that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.

Freedom of Student Inquiry and Expression

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.

2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, sex, ~~or~~ sexual orientation or gender identity.~~.~~ Each student organization must have a staff adviser~~advisor~~ to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures and a current list of officers. School administrators may establish reasonable rules and regulations governing the activity of student organizations.

Publications ~~(~~K-8~~),~~ Displays and Productions

On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be reviewed by the administrator or~~Such materials~~ may be restricted or prohibited~~, however,~~ pursuant to legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;

2. The material is inappropriate based on the age, grade level and/or maturity of the audience;

3. The material is poorly written, inadequately researched, biased or prejudiced;

4. Whether there is an opportunity for a named individual or named individuals to make a response;

5. Whether specific individuals may be identified even though the material does not use or give names;

6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, e.g.,~~for example,~~ if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;

7. Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.

High School Student Journalists

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. "School-sponsored media" means materials that are prepared, substantially written, published or broadcast by student journalists;~~,~~ that are distributed or generally made available, either free of charge or for a fee, to members of the student body; and that are prepared under the direction of a student media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous;

2. Is obscene, pervasively indecent or vulgar;

3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;

4. Constitutes an unwarranted invasion of privacy;

5. Violates federal or state law or regulation; or

6. So incites students as to create a clear and present danger of:

    a. The commission of unlawful acts on or off school premises;
    b. The violation of district policies; or
    c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing to the superintendent. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make a~~his/her~~ decision within three school days of the meeting.

If the complainant is not satisfied with the decision of the superintendent, the complainant~~he/she~~ may appeal to the Board under established district procedures.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 329.025
ORS 332.072
ORS 332.107
ORS 336.477
ORS 339.880
ORS 339.885
ORS 659.850
OAR 581-021-0050
OAR 581-021-0055

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2018).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.
House Bill 3041 (2021).

Alsea School District 7J

Code: **IBDJA**
Adopted: 2/10/16
Orig. Code: IBDJA

Relations with Home-Schooled Students**

The Board recognizes the rights of parents to teach their children at home and acknowledges the education service district's role in registering and monitoring test results for students who are being taught at home.

Further, the Board is willing to assist parents in this endeavor if a request is made through the superintendent. The district will furnish basic course descriptions, state standards for elementary and secondary education, and, when available, may furnish basic instructional materials upon deposit of a loss/damage fee.

Students may, upon parent request, be allowed to participate in district programs such as physical education programs, instrumental and vocal music programs or other selected options if space and materials are available. Some classes may require testing or other certification of preparedness before enrollment will be permitted. Students enrolled under this policy must adhere to regular attendance procedures as established by the school and must avoid disruption of said programs.

Students who do not adhere to district, school or classroom behavioral and academic standards will be subject to district and school policies that govern these areas. Sanctions for failure to adhere to these policies may include suspension or expulsion from school programs or activities.

Parents are responsible for transportation for students attending selected school offerings.

Only courses recognized by the state of Oregon will earn credits toward a diploma. The Board reaffirms its prerogative not to accept home instruction course credit toward graduation requirements.

Home-schooled students may participate in interscholastic activities if the following criteria are met:

1. The student is in compliance with all rules governing home schooling and can provide acceptable documentation of compliance to the district;

2. The student can meet the district eligibility requirements except the district or class attendance requirements;

3. Students need to meet class requirements of the voluntary association administering the interscholastic activities;

4. The student can achieve the minimum score on an examination from the list adopted by the State Board of Education. The minimum composite test score that a student must achieve shall place the student at or above the 23rd percentile based on national norms. The examination shall be taken at the end of the school year. (Students may participate while awaiting test results.);

5. The parent shall submit the examination results to the district; or the district may adopt alternative requirements, in consultation with the parent, that a student must meet to participate in

interscholastic activities, including, but not limited to, a requirement that a student submit a portfolio of work samples to the district for review to determine whether a student is eligible to participate in interscholastic activities;

6. The student must fulfill the same responsibilities and standards of behavior and performance including related class or practice requirements of other students participating in the interscholastic activity. The student must meet the same standards for acceptance on the team or squad. The student must also comply with all public school requirements during the time of participation;

7. The student must reside in the attendance boundaries of the school for which the student participates.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 339.030
ORS 339.035
ORS 339.430
ORS 339.460
OAR 581-021-0026 to-0029
OAR 581-021-0033
OAR 581-021-0071
OAR 581-021-0210
OAR 581-022-1350

Alsea School District 7J

Code: **IC/ICA**
Adopted: 1/13/16
Orig. Code: IC/ICA

School Year/School Calendar

The Board will approve the school year calendar for the following year no later than at its May meeting. After Board approval, any modification of the calendar will require Board action.

The superintendent will develop a school calendar that satisfies the requirements of Oregon Administrative Rule 581-022-2320. The calendar will include the number of student ~~days/~~hours, number of workdays~~work days~~ for staff and holidays. The calendar will meet or exceed state requirements. The starting and ending times for the school day will be established annually by the superintendent.

Any instructional hours~~Days~~ lost will~~may~~ be made up to ensure that the state-required number of ~~days/~~hours are met by the district.

END OF POLICY

Legal Reference(s):

ORS 187.010
ORS 243.650
ORS 332.075(1)(a)
ORS 332.107
ORS 336.010
OAR 581-022-2320

Alsea School District 7J

Code: **ID**
Adopted: 1/13/16
Orig. Code: ID

School Day

(included in IC/ICA)
The number of days of instruction and number of hours of instruction will be determined by the superintendent with final approval by the Board. The district may exceed state requirements. Starting and ending times for the school day will be established annually by the superintendent.

END OF POLICY

Legal Reference(s):

http://landru.leg.state.or.us/ors/332.htm ORS 332.107 OAR 581-022-1620
lORS 332.075

DELETE

Alsea School District 7J

Code: **IE**
Adopted: 1/13/16
Orig. Code: IE

Organization of Instruction

(OSBA has removed this policy from its samples)
The district is organized on a K-12 grade-level plan.

Multiple-level offerings may be established to meet the needs of students' continuous progress and individualized instruction. Instructional groupings will be organized as heterogeneously as possible to promote the attitudes and skills necessary for democratic citizenship.

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 332.075
ORS 336.067

OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-0606
OAR 581-022-0807
OAR 581-022-1020
OAR 581-022-1130
OAR 581-022-1140
OAR 581-022-1210
OAR 581-022-1340
OAR 581-022-1610

DELETE

Alsea School District 7J

Code: **IF**
Adopted: 1/13/16
Orig. Code: IF

Curriculum Development

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum periodically and to advise the Board on needed curriculum changes.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.075(1)
ORS 336.035
ORS 336.067

OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2250

OAR 581-022-2300
OAR 581-022-2305
OAR 581-022-2310
OAR 581-022-2315

Alsea School District 7J

Code: **IFCA**
Adopted: 1/13/16
Orig. Code: IF

Site Councils

~~The overall purpose of shared decision making is to enhance student achievement through both improvement of the instructional program and delivery of support services.~~

~~Shared decision making is part of site-based decision making. It is a process, not an end in itself. Site-based decision making provides an opportunity for members of a school community to collaborate, where appropriate, in solving problems, defining goals and shaping direction for an individual school or unit.~~

~~The district encourages the collaborative work of shared decision making. Thus, Site Councils and/or district site committees are supported.~~

The Board directs the superintendent to encourage community involvement in shared decision making and to foster the collaborative efforts of district personnel, students, parents and community members through 21st Century Schools Councils at each school site.

Additionally, the Board may, as deemed necessary for assisting in the administration of grants or for coordination of districtwide programs, establish a 21st Century Schools Council and/or other special committees at the district level for specific projects or issues.

The establishment and charge of a 21st Century Schools Council shall not interfere with the duties, responsibilities and rights of the duly elected Board.

Site Council Members

A 21st Century Schools Council, i.e., site council, shall be composed of teachers, parents, classified employees and administrators or their designees as follows:

1. Not more than half of the members shall be teachers;

2. Not more than half of the members shall be parents or guardians of students attending that school;

3. At least one member shall be a classified employee;

4. One member shall be an administrator or designee.

Other members may be designated by the site council from district patrons that include but are not limited to, local school committee members, business leaders, students and members of the community-at-large.

Selection

The members of a 21st Century Schools Council shall be selected as follows:

1. Teachers shall be licensed teachers elected by licensed teachers at the school site;

2. Classified employees shall be elected by classified employees at the school site;

3. Parents shall be selected by parents of students attending the school, by a process to be defined by the Board; and

4. Others shall be selected by the council.

Duties

The duties of the 21st Century Schools Council shall include, but not be limited to:

1. The development of plans to improve the professional growth of the school's staff;

2. The improvement of the school's instructional program;

3. The development and coordination of plans for the implementation of programs at the school in accordance with Oregon's Educational Act for the 21st Century;

4. The administration of grants-in-aid for the professional development of teachers and classified employees.

If the Board determines that a school site is unable to fulfill the requirement of the 21st Century Schools Council as outlined in this policy, or if the needs of a school site require a different composition, the Board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district. The 21st Century Schools Council may request a waiver of Board policy. A waiver request must be submitted in writing to the superintendent. The superintendent will submit the waiver request and his/her recommendation to the Board for final approval. A policy waiver request will be considered based on the district's mission statement, philosophy, Board-adopted goals and effective schooling tenets.

All 21st Century Schools Council decisions are subject to superintendent and Board review and approval, respectively. In no case will a 21st Century Schools Council, i.e., site council, abrogate any provision of the district's collective bargaining agreements, district contracts or Board policy.

All 21st Century Schools Council meetings shall follow the notice, meeting and record-keeping requirements of the Public Records and Meetings Law.

END OF POLICY

Legal Reference(s):

ORS 192.660 to -192.690
ORS 243.650
ORS 243.782
ORS 329.125
ORS 329.704
OAR 581-020-0100 to -0115
OAR 581-020-0125
OAR 581-020-0130

Alsea School District 7J

Code: **IFCA-AR**
Adopted: 1/13/16
Orig. Code: IFCA-AR

Site Councils

(moved into the policy)

Operating Philosophy

All positions and recommendations developed by the Site Council shall be consistent with effective schooling tenets, the district mission statement, philosophy and Board adopted goals.

The district shall have Site Councils at each school. Site Councils shall consist of the following:

Membership

Each building council shall consist of employees with a direct connection to the particular school site and such other individuals as provided by statute and as determined by the district. Site Councils shall be formed and structured as follows:

Category	Selection Procedure	Number
Teachers (Includes all licensed teachers)	Elected by Licensed teachers at school site	Not more than half
Classified Employees	Elected by classified employees at school Employees at school site	Not less than 1
Building administrator or designee	Appointed by building administrator	Not less than 1
Parents of students enrolled at the school	Selected by the parents of students attending the school, by a process to be defined by the Board	Not more than half
Community-at-large	Determined by Board Appointed by Council	

Membership Election Procedures

Elections of teachers and classified employees shall occur on or before November 1 of each year. Elected members shall serve until the subsequent electron or their term as approved by the Board has expired.

Membership Appointment Procedures

The Board may determine others positions as deemed appropriate. Such positions may include, but are not limited to: local school committee, business leaders, students and members of the community-at-large. Appointments to these positions will be made by the Site Council.

Terms

Terms of service for Site council members will be determined by the council with final approval by the Board.

Council Structure

Each Site Council shall designate a chair and such other officers as deemed appropriate. The Site Council shall submit to the Board for approval a proposed plan of operation which shall include, but not be limited to, the manner in which meetings will be conducted, agenda development, decision-making process, distribution of minutes and procedures for public and other staff input. Operational plans will also include provisions for ongoing communications with the Board and administrative staff as appropriate.

Council Duties

Within the parameters established above, Site Councils shall be responsible for the development of plans to improve the professional growth of the school staff, the improvement of the schools' instructional program, the development and coordination of grants-in-aid for the professional development of teachers and classified employees as provided for in Oregon Revised Statutes and Oregon Administrative Rules.

Additional duties shall be set by Board policy

Limitation of Council Authority

No council shall have the authority to override an action of administrative rule/regulation, administrative decision or Board policy without the approval of the superintendent and the Board, respectively. Council decisions may not abrogate any provision of district collective bargaining agreements, other district contracts or law, except through the wavier process.

Public Meetings Law

Site Councils, the duties of which include advising the Board or making decisions on behalf of the Board, shall follow the notice, meeting and recordkeeping requirements of the Public Meetings Law.

DELETE

Alsea School District 7J

Code: **IFD**
Adopted: 1/13/16
Orig. Code: IFD

~~Curriculum Adoption~~Course Approval

~~Recommendations to add new courses or programs or to delete existing courses or programs must be approved by the Board.~~
A "course," i.e., Latin America, is defined as a subject/class taught within a program (i.e., Social Studies).

The addition or deletion of courses shall require principal approval with review by the superintendent and shall be consistent with district and course goals.

Recommendations to add new courses or programs or to delete existing courses or programs must be approved by the superintendent.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.075
ORS 332.107
ORS 336.035
OAR 581-022-2000
OAR 581-022-2030

Alsea School District 7J

Code: **IFE**
Adopted: 1/13/16
Orig. Code: IFE

Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be ~~available~~ written for ~~each subject~~ all courses offered in the district. ~~The guides will include the appropriate Learning Skills and Academic Content Standards~~Academic content standards as adopted by the State Board of Education will be included.

Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding subject area goals and objectives will be available to all students and interested district patrons.

END OF POLICY

Legal Reference(s):

ORS 332.075(1)
ORS 336.035

OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2250
OAR 581-022-2300
OAR 581-022-2305
OAR 581-022-2310
OAR 581-022-2315

Alsea School District 7J

Code: **IGAC**
Adopted: 1/13/16
Orig. Code: IGAC

Teaching About Religion

~~The district believes that the teaching of any sectarian view or religious doctrine is not the responsibility of the school. In accordance with the U.S. Constitution, U.S. Supreme Court decisions and the laws of the state of Oregon, the teaching of sectarian religion in the public schools is forbidden. A district must maintain strict neutrality, neither aiding nor opposing religion. Therefore, such instruction is prohibited in the district.~~

~~Teachers should recognize and respect various alternative beliefs. Students should be advised that it is their responsibility, as informed citizens, to have sectarian ideas and other religious beliefs explained to them by theological experts. The neutrality requirement suggests an ongoing search for sensitivity, understanding, appreciation and factual information about cultural and religious diversity. It also mandates that schools refrain from advocacy of a particular religious position.~~

~~Religion influences many areas of education such as literature and history. Religion's role in civilization can and should be properly taught. Teachers may provide information and opportunity for students to study the forms of various religions. It is proper for teachers to teach about religion as opposed to teaching sectarian beliefs, although study of the Bible and other sacred documents as literary forms may inform students concerning particular sectarian belief.~~

~~Teachers shall not advocate, openly or covertly or by subtlety, a particular religion or religious belief.~~

~~If a parent objects to his/her student being exposed to certain ideas, teachings or knowledge or not being exposed to certain ideas, teachings or knowledge, the district has policies that allow the parent to exercise one or both of two options:~~

~~1. The district allows for released time for students to take part in religious instruction;~~

~~2. The district allows for the option of excluding students from any curriculum parents find objectionable.~~

~~The regular instructional program and the exercise of these options provides reasonable educational opportunities for all students.~~

Teachers shall be permitted to teach or present to students information concerning religions and religious beliefs, but teachers shall not promote or inhibit, openly or covertly or by subtlety, a particular religion, religious belief or nonreligious belief.

Students and staff members may be excused from participating in programs or activities which are contrary to their religious beliefs without penalty.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 336.035

U.S. Const. amend. I.
OR. CONST., art. I.
Kennedy v. Bremerton Sch. Dist., 142 S. Ct. 2407 (2022).

Alsea School District 7J

Code: IGAC-AR
Revised/Reviewed:

Recognition of Religious Beliefs and Customs

Observances of Religious Holidays

The practice of the district shall be as follows:

1. Holidays which have a religious and secular basis may be observed in the public schools;

2. The historical and contemporary values and the origin of religious and secular holidays may be explained in an unbiased and objective manner without sectarian indoctrination;

3. Music, art, literature and drama having religious themes or bases are permitted as part of school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;

4. The use of religious symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature;

5. The district's calendar should be prepared to minimize conflicts with religious holidays.

Religion in the Curriculum

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.

2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas.

3. Curriculum and instruction includes theories, views and precepts.

4. Student-initiated expressions to questions or assignments which reflect their religious or nonreligious beliefs are permissible. For example, students are free to express religious or nonreligious belief in compositions, art forms, music, speech and debate.

Traditional Observances

Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community.

PROPOSED

The practice of the district shall be as follows:

1. A baccalaureate service is traditionally religious in nature and shall not be sponsored by the district. One or more community groups may hold a baccalaureate service on district property or in a district facility, but must conform to the current community use policy.

2. A memorial service which is religious in nature shall not be sponsored by the district. One or more community groups or individuals may hold a memorial service on district property or in a district facility, but must conform to the current community use policy.

PROPOSED

Alsea School District 7J

Code: **IGACA**
Adopted: 1/13/16
Orig. Code: IGAC

DELETE

Recognition of Religious Beliefs and Customs

(OSBA has removed this policy from its samples, replaced with IGAC)

It is accepted that no religious belief or nonbelief should be promoted by the district or its employees, and none should be disparaged. Instead, the district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In the spirit of tolerance, students and staff members will be excused from participating in practices which are contrary to their religious beliefs without penalty.

The district recognizes that one of its educational goals should be to advance the students' knowledge and appreciation of the role that religious heritage has played in the social, cultural and historical development of civilization.

END OF POLICY

Legal Reference(s):

ORS 336.067 ORS 339.420

Alsea School District 7J

Code: **IGACA AR**
Revised/Reviewed: 1/13/16

Recognition of Religious Beliefs and Customs

(see IGAC-AR)

Observances of Religious Holidays

The practice of the district shall be as follows:

1. The several holidays throughout the year which have a religious and secular basis should be observed in the public schools;

2. The historical and contemporary values and the origin of religious holidays should be explained in an unbiased and objective manner without sectarian indoctrination;

3. Music, art, literature and drama having religious themes or bases are permitted and encouraged as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;

4. The use of religious symbols such as a cross, Menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. These holidays include Christmas, Easter, Passover, Hanukkah and Thanksgiving;

5. The district's calendar should be prepared to minimize conflicts with religious holidays of all faiths.

Religion in the Curriculum

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.

2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

3. As curriculum and instruction includes theories, views and precepts, they will be represented as such, not as fact.

4. Student-initiated expressions to questions or assignments which reflect their beliefs or nonbeliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or nonbelief in compositions, art forms, music, speech and debate.

Traditional Observances

Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community. Such ceremonies should recognize the religious pluralism of the community.

Therefore, the practice of the district shall be as follows:

1. Because the baccalaureate service is traditionally religious in nature, it should be sponsored by the graduating senior class and the clergy of the community, separate from the district. Said service may be held on or in school property, conforming to the current community use policy;

2. A memorial service of like observance should recognize the religious pluralism of the community.

Moral and Spiritual Training

The district is vitally concerned that teaching of moral and ethical values be part of the fabric of public education.

Religious institutions and orientations are central to human experience, past and present. They are the basis for much of the accepted moral and ethical behavior of today. The district recognizes the importance of the religious heritage of America and respects the religious belief of those in the district. An education excluding such a significant aspect would be incomplete. It is essential that the teaching **about** - and not **of** - religion be conducted in a factual, objective and respectful manner.

DELETE

Alsea School District 7J

Code: **IGAEB**
Adopted: 5/11/16
Orig. Code: IGAEB

Drug, Alcohol and Tobacco Prevention, Health Education**

~~The district will not tolerate the possession, selling, use or influence of alcohol, tobacco and other illegal and harmful drugs (illicit drugs, nontherapeutic use of prescribed drugs, misuse of solvents and other dangerous substances) in the schools, on school grounds or during school-sponsored activities including athletic events, dances, field trips, etc.~~

~~Given the extensive use and the formal and informal promotion of alcohol, tobacco and drug use in our society, the school has an obligation to provide drug education that emphasizes prevention, to describe intervention and referral procedures, and to outline consequences. The district will provide a planned staff development and a public information program. The district will access the drug-free schools monies and other monies available for drug-free schools efforts.~~

Students have a right to attend school in an environment conducive to learning. Since student drug, alcohol and tobacco use is illegal and harmful and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol and tobacco use and to maintain a drug-free educational environment.

After consulting with parents, students, ~~specifically student councils and MADD, staff, ministerial association, chamber of commerce, Local School Committee and the County Youth Services team, the Board will review and adopt the stated activities which insure drug-free environments~~ teachers, school administrators, local community agencies and persons from the drug, alcohol or health service community who are knowledgeable of the latest research information, the Board will adopt a written plan for a drug, alcohol and tobacco prevention and intervention program.

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Drug Prevention Program

The district's drug, alcohol and tobacco curriculum will be age-appropriate, reviewed annually and updated as necessary to reflect current research and Oregon's Health Education Academic Content Standards.

Drug, alcohol and tobacco prevention instruction will be integrated in the district's health education courses for grades K-12. Students not enrolled in health education shall receive such instruction through other designated courses. At least annually, all ~~senior~~ high school students, grades 9-12, shall receive ~~such~~ instruction about drug and alcohol prevention. Instruction shall minimally meet the requirements set forth in Oregon Administrative Rules.

The district will include information regarding the district's intervention and referral procedures, including those for drug-related medical emergencies, in student/parent and staff handbooks.

"Intervention" is defined as the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally as a result of prohibited drug, alcohol and/or tobacco use.

~~Each year the Board will review the alcohol/drug prevention program results in consultation with the district's alcohol/drug prevention committee. The Board will adopt a program annually.~~

~~The district is committed to an aggressive intervention and referral program to eliminate alcohol/drug and tobacco use.~~

~~The program shall include training for staff and a compilation of information on school and community resources and procedures for responding to substance-related incidents to include emergency medical care.~~

~~Parents, students and staff shall receive annually in handbooks information and detailed procedures regarding the district's intervention/referral program.~~

Any staff member who has reason to suspect a student is in possession of, or under the influence of unlawful drugs, alcohol, other intoxicants or tobacco on district property, on a school bus or while participating in any district-sponsored activity, whether on district property or at sites off district property, will escort the student to the office or designated area and will report the information to the principal or designated representative.

Students possessing, using and/or selling unlawful drugs, including drug paraphernalia, alcohol and tobacco on district property, in district vehicles, at district-sponsored activities on or off district grounds shall be subject to discipline up to and including expulsion. When considering disciplinary action for a child with disabilities, the district must follow the requirements of Board policy JGDA/JGEA – Discipline of Students with Disabilities including those involving functional behavioral assessment, change or placement, manifestation determination and an interim alternative educational setting. Students may also be referred to law enforcement officials

~~Any staff member who has reason to suspect a student is in possession of, or under the influence of unlawful drugs, alcohol, other intoxicants or tobacco on district property, on a school bus or while participating in any district-sponsored activity, whether on district property or at sites off district property, will escort the student to the office or designated area and will report the information to the principal or his/her designated representative.~~

In general, drug-related medical emergencies will be handled like a serious accident or illness. Immediate notification of the community emergency care unit is required. Trained staff members will assist the student in any way possible. Parents shall be contacted immediately. A staff member shall be designated to accompany the student to the hospital or emergency medical facility. Procedures to be taken, including those for students participating in district-sponsored activities off district grounds, shall be included in the district's comprehensive first aid/emergency plan.

~~Each year t~~The district will ~~actively~~ seek funds from outside sources either independently or through coordinated efforts with other districts, community agencies or the education service district for drug-free schools grants.~~to support the activities identified in the district's alcohol and drug prevention program.~~

~~The district~~ A planned staff development program that includes current drug, alcohol and tobacco prevention education, an explanation of the district's ~~shall include each year an in-service for all staff addressing the district's alcohol and drug prevention program/~~plan~~, the~~ and staff~~'s~~ responsibilities within the plan ~~and current alcohol and drug information~~will be developed by the superintendent. The input of staff, parents and the community is encouraged to ensure a staff development program that best meets the needs of district students.

The district will develop a public information plan for students, staff and parents.

The district's Drug, Alcohol and Tobacco Prevention, Health Education plan, related board policies, rules and procedures will be reviewed annually and updated as needed.

END OF POLICY

Legal Reference(s):

ORS 163.575
ORS 336.067
ORS 336.222
ORS 339.873
ORS Chapter 475

OAR 581-011-0052
OAR 581-015-2000
OAR 581-015-2040
OAR 581-015-2045
OAR 581-015-2050
OAR 581-015-2055
OAR 581-015-2060
OAR 581-015-2070
OAR 581-015-2075
OAR 581-015-2205
OAR 581-015-2220
OAR 581-015-2225
OAR 581-015-2230
OAR 581-015-2235
OAR 581-015-2240
OAR 581-015-2325
OAR 581-015-2410
OAR 581-015-2415
OAR 581-015-2420
OAR 581-015-2425
OAR 581-015-2430
OAR 581-015-2435
OAR 581-015-2440
OAR 581-015-2600
OAR 581-015-2605
OAR 581-021-0050
OAR 581-021-0055
OAR 581-022-2030
OAR 581-022-2045

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670; 86.1-86.7 (2017).
Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

Alsea School District 7J

Code: **IGAI**
Adopted: 6/13/17
Orig. Code: IGAEB

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education **

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral~~internal~~ part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through12.

Parents, teachers, school administrators, local health department~~s~~ staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that their~~his/her~~ child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS)~~ORS~~ 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school -age youth and mutually monogamous relationships with an uninfected partner for adults;

2. Allays those fears concerning HIV that are scientifically groundless;

3. Is balanced and medically accurate;

4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;

7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

9. Stresses that HIV/STDs and ~~H~~hepatitis B/C can be possible hazards of sexual contact;

10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;

11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;

12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;

13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;

14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;

15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;

16. Validates the importance of one's honesty, respect for each person's dignity and well~~will~~-being, and responsibility for one's~~'~~ actions;

17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression~~s~~;

18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and~~.~~

19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

3. Enhances students' ability to access valid health information and resources related to their sexual health;

4. Teaches how to develop and communicate sexual and reproductive boundaries;

5. Is research based, evidence based or best practices; and

6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. ~~and hepatitis B/C.~~ Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear -based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

ORS 336.035
ORS 336.059
ORS 336.107
ORS 336.455 - 336.474

ORS 339.370 - 339.400

OAR 581-021-0009
OAR 581-021-0593

OAR 581-022-2030
OAR 581-022-2050
OAR 581-022-2220

Alsea School District 7J

Code: **IGBA**
Adopted: 2/10/16
Orig. Code: IGBA

Students with Disabilities - Child Identification Procedures

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

1. Highly mobile, such as migrant and ~~homeless~~ children experiencing homelessness;

2. Wards of the state;

3. Native American[1] ~~Indian~~ preschool children living on reservations;

4. Suspected of having a disability even though they ~~have not failed, been retained in a course or a grade, and~~ are advancing from grade to grade;

5. Home schooled;

6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) ~~school~~ located within the boundaries of the district;

7. Attending a public charter school located in the district;

8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and~~; or~~

9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

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

The district shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located and evaluated and are

[1] The Individuals with Disabilities Education Act uses the term "Indian."

receiving special education and related services. The district conducts an annual count of the total number of private school children attending private schools located within the boundaries of the district, and a count of all children with disabilities attending private schools located within the boundaries of the district, in accordance with OAR 581-015-2465. The district reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

ORS 332.075
ORS 338.165
ORS 339.115 - 339.137
ORS 343.151
ORS 343.157
ORS 343.193
ORS 343.221
ORS 343.517
ORS 343.533

OAR 581-015-2040
OAR 581-015-2045
OAR 581-015-2080
OAR 581-015-2085
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2315
OAR 581-015-2480
OAR 581-021-0029
OAR 581-022-2315

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

Alsea School District 7J

Code: **IGBA-AR**
Adopted: 2/10/16
Orig. Code: IGBA-AR

Students with Disabilities - Child Identification Procedures

1. The district's child find efforts include~~District's Child Find Efforts Include~~:

   a. Public awareness. District child find activities involve local media resources and direct contact activities, such as presentations at community meetings, business group meetings, services agencies or advocacy organizations.

      (1) The district provides information about special education services in the district and the district's special education referral process to public and private facilities and public charter schools located in the district, including day care centers, homeless shelters, group homes, county jails, hospitals, medical officer and other facilities that serve children birth to 21 years old.
      (2) The district provides information about special education services and how to make a referral to any migrant education programs operating in the district.

   b. Notice of confidentiality. Before any major child find activity, the district publishes notice in newspapers or other media, or both, informing parents that confidentiality requirements apply to these activities. Circulation for this notice must be adequate to inform parents within the district's jurisdiction.
   c. Staff awareness. The district ensures that staff are knowledgeable of the characteristics of disabilities and the referral procedures for students, including preschool children, suspected of having disabilities.
   d. Communication to parents. District staff shall inform parents about the availability of special education services in the district and provide them with information about initiating referral for special education evaluation, including the information about early intervention/early childhood special education services (EI/ECSE) and the designated referral and evaluation agencies with which the district collaborates.

2. **Private School Children with Disabilities~~:~~**

   a. The district's child find system applies to children, including those children who are residents of another state, that are enrolled by their parents in private schools~~,~~ located within the boundaries of the district.
   b. The district's child find activities for private school students enrolled by their parents in private schools are similar to, and completed within a comparable time period, as child find activities for students in district public schools.
   c. The district does not include the cost of conducting child find activities for private school students, including individual evaluations, in determining whether it has spent a proportionate share of its federal Individuals with Disabilities Education Act (IDEA) funds on parentally-placed school students with disabilities.
   d. The district consults with private school representatives and parents of private school students with disabilities about how to carry out these child find activities, including:

(1) How private school children suspected of having a disability can participate equitably; and
(2) How parents, teachers and private school officials will be informed of the process.

e. The district child find process for parentally-placed private school students ensures the equitable participation of parentally-placed private school students with disabilities and an accurate count of such children.

3. **Home-Schooled Students with Disabilities**

a. The district collaborates with the education service district (ESD) that serves the district to ensure that the district responds promptly to information about home-schooled students with suspected disabilities.
b. The district collaborates with home schooling organizations in the district's jurisdiction and provides information about special education services in the district and how to make a referral.
c. If the district has reason to suspect that a home -schooled student has a disability, the district will obtain parent consent for initial evaluation.

Alsea School District 7J

Code: **IGBAB/JO**
Adopted: 7/12/16
Orig. Code: IGBA-AR

Education Records/Records of Students with Disabilities**

"Education records" are those records maintained by the district that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in their~~his/her~~ educational development by providing pertinent information for the student, their~~his/her~~ teachers and their~~his/her~~ parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

The district shall maintain confidential education records of students in a manner that conforms with state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, verifiable and should have a direct and significant bearing upon the student's educational development.

The district annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.

~~The district may impose certain restrictions and/or penalties until those fees, fines or damages are paid. Records requested by another district to determine a student's appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines or damages through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.~~

The district shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The district provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the district pertaining to the student's identification, evaluation, educational placement and free appropriate public education. The district provides parents or an adult student, on request, a list of the types and locations of education records collected, maintained and used by the district.

The district annually notifies parents of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;

2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;

3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB – Personally Identifiable Information);~~.);~~

4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and

5. Obtain a copy of the district's education records policy.

The~~Regarding records to be released to district officials within the agency, the~~ district's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials within the agency have legitimate educational interests. School officials~~Officials~~ may also include a volunteer or contractor who performs an institutional service on behalf of the school.

The district annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA – Directory Information~~.~~).

The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18 those rights transfer to the student.

A copy of this policy and administrative regulation shall be made available upon request to parents and students 18 years of age or older or an emancipated student and the general public.

Records requested by another district to determine a student's appropriate placement may not be withheld.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 326.580
ORS 339.270
ORS 343.177(3)
OAR 166-400-0010 to -166-400-0065
OAR 581-021-0220 to -0430
OAR 581-022-2260
OAR 581-022-2270

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2017).

Alsea School District 7J

Code: **IGBAB/JO-AR**
Adopted: 7/12/16

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which~~that~~ relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of their~~his/her~~ status as a student, are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of post-secondary~~postsecondary~~ education, that are:

(1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in their~~his/her~~ professional capacity or assisting in a paraprofessional capacity;
(2) Made, maintained or used only in connection with treatment of the student; and
(3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after they are~~he/she is~~ no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of ~~the~~ educational agency or institution;
b. Full legal name of the student;
c. Student birth date and place of birth;
d. Names of parents;
e. Date of entry in school;

f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance;
k. Date of withdrawal from school; and
l. Such additional information as the district may prescribe.

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

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence ~~that~~ there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of post-secondary~~postsecondary~~ education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing;
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their~~his/her~~ expense, have those records reviewed by a physician or other appropriate professional of their~~his/her~~ choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345~~501~~(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student~~'~~s education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The superintendent or ~~his/her~~ designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;
c. The disclosure is to authorized representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance

with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;

(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

g. The disclosure is to accrediting organizations to carry out their accrediting functions;
h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health-care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;~~.~~
l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
n. The disclosure is to officials of another school, school system, institution of post-secondary~~postsecondary~~ education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;~~.~~
p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are

legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

6. Record-Keeping Requirements

a. The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or ~~his/her~~ assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

b. The party or parties who have requested or received personally identifiable information from the education records; and

c. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

d. The parent(s) or an eligible student;

e. The school official or ~~his/her~~ assistants who are responsible for the custody of the records;

f. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, they~~he/she~~ may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of their~~his/her~~ right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate,

misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or ~~his/her~~ designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at their~~his/her~~ own expense, be assisted or represented by one or more individuals of their~~his/her~~ own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree~~he/she disagrees~~ with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

d. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
e. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

f. Amend the record accordingly; and
g. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

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

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

Alsea School District 7J

Code: **IGBAC**
Adopted: 2/10/16
Orig. Code(s): IGBAC

Special Education - Personnel

Consistent with Teacher Standards and Practices Commission (TSPC) requirements, the district's ~~district~~ personnel are appropriately and adequately prepared to implement special education and related services, and have the content knowledge and skills to serve children with disabilities.

The district takes measurable steps to recruit, hire, train and retain ~~highly qualified~~ personnel, who are appropriately licensed and endorsed by TSPC, to provide special education and related services to children with disabilities.

The district's plan for providing personnel development programs in the district is found in Board policy GCL/GDL - Staff Development.

END OF POLICY

Legal Reference(s):

OAR 584-220-0180

OAR 584-220-0185

Individuals with Disabilities Education Act 20 U.S.C. § 1412(a)(14)(D) and 20 U.S.C. § 1413(a)(3) (2012).
Assistance to States for the Education of Children with Disabilities 34 C.F.R. § 300.156(d) and 34 C.F.R. § 300.207 (2017).

Alsea School District 7J

Code: **IGBAE**
Adopted: 2/10/16
Orig. Code: IGBAE

Special Education - Participation in Regular Education Programs

The district ensures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled~~without disabilities~~.

Special classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

END OF POLICY

Legal Reference(s):

ORS 343.223

OAR 581-015-2040
OAR 581-015-2045
OAR 581-015-2050
OAR 581-015-2055
OAR 581-015-2060
OAR 581-015-2065

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.114 to -330.118 (2006).

Alsea School District 7J

Code: **IGBAE-AR**
Adopted: 2/10/16
Orig. Code: IGBAE-AR

Special Education - Participation in Regular Education Programs **

1. Placement Decisions of the Student

   a. The placement decision for each eligible student is:

      (1) Made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data and the placement options;
      (2) Made in conformity with the requirements of least restrictive environment;
      (3) Determined at least annually, every 365 days;
      (4) Based on the student's individualized education program (IEP); and
      (5) As close as possible to the student's home.

   b. The student is educated in the school that the student~~he/she~~ would attend if nondisabled unless the services identified in the IEP cannot feasibly be provided in this setting.

   c. The district ensures that:

      (1) A continuum of placement options is available to meet the needs of students with disabilities for special education and related services and to the extent necessary to implement the individualized education program for each student with a disability;
      (2) The continuum of placement options includes instruction in regular classes (with special education and related services and/or supplementary aids and services as identified in~~on~~ the IEP), special classes, special schools, home instruction and instruction in hospitals and institutions;
      (3) Placement options, including instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions are available to the extent necessary to implement the IEP for each student with a disability.

   d. Placement teams, including the parent, select the least restrictive environment for each student, using the following decision-making process:

      (1) Completion of the IEP, including determining the student's special education and related services, and determining the extent to which these services can be provided to the student in the regular class;
      (2) If all IEP services cannot be provided in the regular class, identifying those that must be provided outside the regular class; however, the district will not remove a student from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum;
      (3) For those services that must be provided outside the regular class, identifying where, on the continuum from least to most restrictive, the services can be provided;

(4) Placement is in the school the student would attend if not disabled, unless another arrangement is required for implementation of the IEP;
(5) In selecting the student's placement, the placement team considers and documents:

(a) All placement options considered, including placement options requested by the parent;
(b) Potential benefits of placement options that are considered;
(c) Any potential harmful effects on the student or on the quality of services that the student~~he or she~~ needs; and
(d) Modifications and services considered to maintain the student in the least restrictive placement before concluding that a more restrictive setting is necessary.

(6) The placement team documents the placement selected, and provides a copy of the determination to the parent;
(7) If the selected placement is a change from previous placement, the district provides the parent with prior written notice of the change in placement; and
(8) If the parent requests a specific placement that the team rejects, the district provides a prior written notice of refusal.

2. Youth Incarcerated in Adult Correctional Facilities

For students otherwise entitled to a free appropriate public education (FAPE), the placement team may modify the student's placement if the state has demonstrated a bona fide security or compelling penological interest that cannot be otherwise accommodated. The requirements related to least restrictive environments do not apply with respect to these modifications.

3. Nonacademic Settings

a. The district takes steps, including providing the supplementary aids and services determined appropriate and necessary by the student's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.
b. Nonacademic and extracurricular services and activities include all those available to nondisabled students and may include:

(1) Counseling services;
(2) Athletics;
(3) Transportation;
(4) Health services;
(5) Recreational activities;
(6) Special interest groups or clubs;
(7) Referrals to agencies that provide assistance to individuals with disabilities; and
(8) Employment of students.

Alsea School District 7J

Code: **IGBAF**
Adopted: 2/10/16
Orig. Code: IGBAF

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district; or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls, or individual meetings.

END OF POLICY

Legal Reference(s):

ORS 343.151
ORS 343.155

OAR 581-015-2000
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2200
OAR 581-015-2205
OAR 581-015-2210
OAR 581-015-2215
OAR 581-015-2220
OAR 581-015-2225
OAR 581-015-2229
OAR 581-015-2230
OAR 581-015-2235
OAR 581-015-2055
OAR 581-015-2600
OAR 581-015-2065
OAR 581-015-2265

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Alsea School District 7J

Code: **IGBAF-AR**
Adopted: 5/11/16
Orig. Code: IGBAF-AR

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

   a. The district ensures that an IEP is in effect for each eligible student:

      (1) Before special education and related services are provided to a student;
      (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
      (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.

   b. The district uses:

      (1) The Oregon standard IEP; or
      (2) An IEP form that has been approved by the Oregon Department of Education.

   c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
   d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
   e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
   f. The district ensures that each teacher and service provider is informed of:

      (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
      (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

   The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

   g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

   a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
   b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.

c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

a. The district's IEP team members include the following:

(1) The student's parent(s);
(2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
(3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
(4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
(5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
(6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
(7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.

~~b.~~ Student participation:

(1) Whenever appropriate, the student with a disability is a member of the team.

(2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
(3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

~~e.~~ Participation by other agencies:

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

~~4.~~ Agreement for Nonattendance and Excusal

a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:

(1) The parent and the district consent in writing to the excusal;
(2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
(3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

~~5.~~ IEP Content

a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
b. The district ensures that IEPs for each eligible student includes:

(1) A statement of the student's present levels of academic achievement and functional performance that:

(a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
(b) Describes the results of any evaluations conducted, including functional and developmental information;

(c) Is written in language that is understood by all IEP team members, including parents;
(d) Is clearly linked to each annual goal statement;
(e) Includes a description of benchmarks or short -term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.

(2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short -term objectives. The goals and, if appropriate, objectives:

(a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;-
(b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
(c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.

(3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:

(a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
(b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.

(4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
(5) A statement of any individual modifications and accommodations in the administration of state or districtwide~~district wide~~ assessments of student achievement.

(a) A student will not be exempt from participation in state or districtwide~~district wide~~ assessment because of a disability unless the parent requests an exemption;
(b) If the IEP team determines that the student will take the~~an~~ alternate assessment ~~in any area~~ instead of the~~a~~ regular statewide~~state~~ or a districtwide~~district wide~~ assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment ~~selected~~ is appropriate for the student.

(6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

4. Individualized COVID-19 Recovery Services[1]

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

a. Special education and related services;
b. Supplementary aides and services;
c. Additional or intensified instruction;
d. Social emotional learning support; and
e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

f. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
g. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
h. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

i. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
j. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

[1] The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

k. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
l. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
m. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

~~6.~~ Agreement to Amend or Modify IEP

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

a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

~~7.~~ IEP Team Considerations and Special Factors

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

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

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

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

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

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

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

(1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)),~~.~~ and updated annually thereafter, the IEP must include:

(a) Appropriate measurable postsecondary goals based upon age -appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
(b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

(2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
(3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

~~8.~~ Incarcerated Youth

a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:

(1) Participation of students with disabilities in state and districtwide assessment; and
(2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.

b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

~~9.~~ Extended School Year Services

a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide ~~a~~ FAPE.
b. ESY services are:

(1) Provided to a student with a disability in addition to the services provided during the typical school year;
(2) Identified in the student's IEP; and
(3) Provided at no cost to the parent.

c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
e. The district's criteria for determining the need for extended school year services include:

(1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
(2) If no documented evidence, on predictions according to the professional judgment of the team.

f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

~~10.~~ Assistive Technology

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

~~11.~~ Transfer Students

a. In state:

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

(1) Adopts the student's IEP from the previous district; or
(2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

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

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

Alsea School District 7J

Code: **IGBAG**
Adopted: 2/10/16
Orig. Code: IGBAG

Special Education - Procedural Safeguards**

Procedural Safeguards – General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed district actions;
5. Consent for evaluation and for initial placement in special education[1];
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and
12. Attorney's fees.

[1] If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE)~~FAPE~~ available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP)~~IEP~~ team meeting or develop an IEP for the child for further provision of special education or related services.

Procedural Safeguards Notice

1. The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and when the parent requests a copy. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.

2. The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, ~~individual education program (~~IEP~~)~~ and educational placement of the student, and the provision of a FAPE~~free appropriate public education~~ to the student.

2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:

    a. States the purpose, time and place of the meeting and who is invited to attend;
    b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
    c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
    d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
    e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:

        (1) Indicates that the student will be invited; and
        (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).

3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:

    a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
    b. Scheduling the meeting at a mutually agreed upon time and place.

4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.

5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

END OF POLICY

Legal Reference(s):

ORS 343.155
ORS 343.165
ORS 343.177
ORS 343.181

OAR 581-001-0005
OAR 581-015-2000
OAR 581-015-2030
OAR 581-015-2090
OAR 581-015-2095
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2305
OAR 581-015-2310
OAR 581-015-2325
OAR 581-015-2330
OAR 581-015-2345
OAR 581-015-2360
OAR 581-015-2385

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 to -300.505, 300.515, 300.517 (2008).

Alsea School District 7J

Code: **IGBAG-AR**
Adopted: 2/10/16
Orig. Code: IGBAG-AR

Special Education - Procedural Safeguards**

1. Procedural Safeguards

   a. The district provides procedural safeguards to:

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

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

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

   c. The ~~*Notice of*~~ *Procedural Safeguards Notice* is:

      (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
      (2) If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that:

         (a) The notice is translated orally or by other means to the parent in their~~his/her~~ native language or other mode of communication;
         (b) The parent understands the content of the notice; and
         (c) There is written evidence that the district has met these requirements.

2. Content of Procedural Safeguards Notice

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

3. Parent or Adult Student Meeting Participation

a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:

(1) States the purpose, time and place of the meeting and who is invited to attend;
(2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
(3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
(4) Advises the parent or adult students who to contact before the meeting to provide information if they are unable to attend; and
(5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:

(a) Indicates that the student will be invited; and
(b) Identifies any agencies invited to send a representative.

c. The district takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:

(1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
(2) Scheduling the meeting at a mutually agreed on time and place.

d. If neither parent can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
f. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:

(1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
(2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.

g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:

(1) Detailed records of telephone calls made or attempted and the results of those calls;

(2) Copies of correspondence sent to the parents and any responses received; and
(3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.

h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
j. An IEP meeting does not include:

(1) Informal or unscheduled conversations involving district personnel;
(2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
(3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:

(1) The parent cannot be identified or located after reasonable efforts;
(2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
(3) The parent or adult student requests the appointment of a surrogate parent.

b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
c. The district will only appoint a surrogate who:

(1) Is not an employee of the district or ~~the~~ ODE;
(2) Is not an employee of any other agency involved in the education or care of the student;
(3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
(4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.

d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.
e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
f. The duties of the surrogate parent are to:

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

g. A parent may give written consent for a surrogate to be appointed.

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

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

i. The district may change or terminate the appointment of a surrogate when:

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

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

5. Transfer of Rights at Age of Majority

a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).

b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:

(1) At least one year before the student's 18th birthday;
(2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
(3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.

c. The district provides written notice to the student and to the parent at the time of the transfer.
d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.
g. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.

6. Prior Written Notice

a. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the district:

(1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
(2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.

b. The content of the prior written notice will include:

(1) A description of the action proposed or refused by the district;
(2) An explanation of why the district proposed or refused to take the action;
(3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
(4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the ~~*Notice of*~~ *Procedural Safeguards Notice* may be obtained;~~ and~~
(5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
(6) A description of other options the IEP team considered and the reasons why those options were rejected; and
(7) A description of other factors that are relevant to the agency's proposal or refusal.

c. The prior written notice is:

(1) Written in language understandable to the general public; and
(2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
(3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:

(a) The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
(b) The parent understands the content of the notice; and
(c) There is written evidence that the requirements of this rule have been met.

7. Consent[1] – Initial Evaluation

a. ~~{Level1}~~The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child's eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

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

9. Consent – Re-evaluation

a. The district obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:

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

(1) The district does not need written consent for a re-evaluation if the parent does not respond after reasonable efforts to obtain informed consent. However, the district does not conduct individual intelligence tests or tests of personality without consent.
(2) If a parent refuses to consent to the re-evaluation, the district may, but is not required to, pursue the re-evaluation by using mediation or due process hearing procedures.

b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the re-evaluation, or if the parent does not respond to a request for consent, the district:

(1) Does not use mediation or due process hearing procedures to seek consent; and
(2) Does not consider the child as eligible for special education services.

c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:

(1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
(2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
(3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
(4) The district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

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

(1) Reviewing existing data as part of an evaluation or re-evaluation;
(2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
(3) Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP)~~IEP~~ as a measure for determining progress; or

(4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.

b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:

(1) Despite reasonable efforts to do so, the district has not been able to find the parent;
(2) The parent's rights have been terminated in accordance with state law; or
(3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or re-evaluation is necessary to ensure that the student is provided with a free appropriate public education~~FAPE~~.

12. Independent Educational Evaluations (IEE)

a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district.
b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:

(1) Initiates a due process hearing to show that its evaluation is appropriate; or
(2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.

d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.

(1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
(2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
(3) A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.

e. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to provide an explanation. The district may not:

(1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
(2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.

f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a free appropriate public education~~FAPE~~ to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution – Mediation

a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
b. The district acknowledges that:

(1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent's right to a due process hearing or filing a complaint.
(2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
(3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:

(a) States the terms of the agreement;
(b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
(c) Is signed by the parent and a representative of the district who has the authority to bind the district to the mediation agreement.

(4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
(5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.

f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:

(1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
(2) A description of other options that the district considered and the reasons why those options were rejected;
(3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
(4) A description of the factors relevant to the district's proposal or refusal.

16. Resolution Session

a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
b. This meeting will include a representative of the district who has decision-making authority for the district.

(1) The district will not include an attorney unless the parent brings an attorney.
(2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
(3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45 -day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.

b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

~~18.~~ Hearing Costs

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

~~19.~~ Discipline and Placement in Interim Alternative Setting

See Board policy JGDA~~/JGEA~~ - Discipline of Students with Disabilities.

Alsea School District 7J

Code: **IGBAH**
Adopted: 2/10/16
Orig. Code: IGBAH

Special Education - Evaluation Procedures

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

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

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

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

The district is responsible for evaluating and determining eligibility for special education services for school -age children. The district is responsible for evaluating children who may be eligible for early intervention/early childhood special education~~Early Intervention/Early Childhood Special Education~~

[1] The Individuals with Disabilities Education Act uses the term "Indian".

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

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

1. Plans the evaluation with a group that includes the parent(s);

2. Provides prior written notice to the parent(s) that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and

3. Obtains informed written consent for evaluation.

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

1. Determining that a child has a disability;

2. Determining that a child continues to have a disability;

3. Changing the child's eligibility;

4. Providing special education and related services;

5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular diploma or exceeding the age of eligibility for a free appropriate public education.

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

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

1. Selected~~Are selected~~ and administered so as not to be racially or culturally discriminatory;

2. Provided~~Are provided~~ and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;

3. Used~~Are used~~ for purposes for which assessments or measures are valid and reliable;

4. Administered~~Are administered~~ by trained and knowledgeable personnel; and

5. Administered~~Are administered~~ in accordance with any instructions provided by the producer of such assessments.

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

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

The district conducts re-evaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a re-evaluation;

2. When the child's parents or teacher requests a re-evaluation; and

3. At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

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

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

END OF POLICY

Legal Reference(s):

ORS 343.155
ORS 343.157
ORS 343.164
OAR 581-015-2000
OAR 581-015-2095
OAR 581-015-2105 - 2190

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

Alsea School District 7J

Code: **IGBAH-AR**
Adopted: 2/10/16
Orig. Code: IGBAH-AR

Special Education - Evaluation and Eligibility Procedures**

1. Request for Initial Evaluation

    a. Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.
    b. Upon receiving a request from a parent or public agency for an initial evaluation, the district designates a team to determine whether an initial evaluation will be conducted.

        (1) The district team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.

            (a) The team may make the decision to evaluate with or without a meeting.
            (b) The district documents team members' input, including parents, whether or not the district convenes a meeting.

    c. If a meeting is held, the district invites parents to participate.
    d. If the district agency refuses an evaluation requested by the parent, the district provides the parent with prior written notice of its refusal to conduct an evaluation.
    e. The district acknowledges the parent's rights to challenge its refusal to conduct an evaluation.

2. The initial evaluation consists of procedures:

    a. To determine if the child has a disability; and
    b. To identify the child's educational needs.

3. The district conducts the initial evaluation within 60 school days of receiving parental consent for evaluation unless:

    a. The district and the parents agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
    b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the district agree in writing to a specific time when the evaluation will be completed; or
    c. The parent repeatedly fails or refuses to produce the child for evaluation.

4. Re-evaluation

    a. The district conducts re-evaluations:

        (1) When the educational or related service~~s~~ needs, including improved academic achievement and functional performance of the child, warrant an evaluation;

(2) When the child's parents or teacher request a re-evaluation; and
(3) At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

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

5. Evaluation Planning

a. As part of ~~The district, or designated referral and evaluation agency for preschool children, ensures that, as part of~~ an initial evaluation (if appropriate) and as part of any re-evaluation,~~)~~, the child's individualized education program (IEP) or individualized family service~~s program~~ plan (IFSP) team, including the parents and other qualified professionals~~,~~ as appropriate, must review ~~and document their review of~~ existing information~~evaluation data~~ on the child, including:

(1) Evaluations and information provided by the child's parents;
(2) Current classroom-based, local or state assessments and classroom-based observations; ~~and~~
(3) Observations by teachers and related service providers; and
(4) Medical, sensory, and health information.

b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:

(1) Whether the child has a disability;
(2) The child's present levels of academic achievement and related development needs;
(3) Whether the child needs, or continues to need, early intervention/early childhood special education (EI/ECSE) or special education and related services; and
(4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:

(a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
(b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.
c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:

(1) Whether the child has a disability; and
(2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

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

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

e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

a. If the child's IEP or IFSP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parents.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.
b. This team includes:

(1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
(2) The student's parent(s).

c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:

(1) A group of qualified professionals and the parent;
(2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of their age, or for a child of less than school age, a preschool teacher; and
(3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.

d. In interpreting evaluation data, each district team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.
e. Each eligibility team prepares a written eligibility statement that includes:

(1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
(2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
(3) A determination of whether the primary basis for the suspected disability is:

(a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
(b) Limited English proficiency.

(4) A determination of whether the child's disability has an adverse impact on the child's educational performance;
(5) A determination of whether, as a result of the disability, the child needs special education services;
(6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
(7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by Oregon Administrative Rule.

f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:

(1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
(2) Limited English proficiency; and
(3) The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.

g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.
h. A child may have disabilities in more than one disability category, but the team needs to find the child eligible in only one category. However, the district evaluates the child in all areas related to the suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.

Alsea School District 7J

Code: **IGBAI**
Adopted: 2/10/16
Orig. Code: IGBAI

Special Education - Private Schools

Individuals with Disabilities Education Act (IDEA) requires special education services for two different groups of private school students: those referred or placed by the district and those enrolled by parents. The law, rules and requirements for these groups of students are vastly different. It is the policy of the district to implement differentiated procedures and services for these groups.

The district shall ensure that a student with a disability who is placed in or referred to a private school or facility by the district is provided special education and related services at no cost to the parents, is provided an education that meets the standards that apply to education provided by the district and has all of the rights of a student with a disability who is served by the district.

If a student with a disability has a free appropriate public education available to them and the parents choose to place the student in a private school, the district is not required to pay the cost of the student's education, including special education and related services, at the private school.

All parentally-placed private school students attending a private school within the district's boundaries will be included in the district's special education private school student count and the private school students for whom the district may provide services.

END OF POLICY

Legal Reference(s):

ORS 343.155

OAR 581-015-2080
OAR 581-015-2085
OAR 581-015-2265
OAR 581-015-2270
OAR 581-015-2280
OAR 581-015-2450
OAR 581-015-2455
OAR 581-015-2460
OAR 581-015-2470
OAR 581-015-2480
OAR 581-015-2515
OAR 581-021-0029

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.221, 300.380 - 300.382 (2006).

Alsea School District 7J

Code: **IGBAI-AR**
Adopted: 2/10/16
Orig. Code: IGBAI-AR

Special Education - Private Schools

Approved Private Schools

1. Obligations of the district:

   a. The district ensures that parents are included in any decision about their child's evaluation, eligibility, placement or provision of services.
   b. If the district refers a student with a disability to, or places such a student in, a private school or facility as a means of providing special education and related services, the district ensures that the student receives an education that meets the standards of the state in a private preschool, school or facility approved by the Oregon Department of Education (ODE) to provide such education in conformance with an individualized education program (IEP), and at no cost to the parents, and has all the rights of a student with a disability who is served by the district.
   c. Before placing a student with a disability in an approved private school or preschool, the district ensures that the program has current ODE approval to provide special education and related services.
   d. The district or public agency fulfills all federal and state requirements relating to the evaluation, the IEP/individualized family service plan (IFSP) development and placement when determining whether to place the child in an approved private preschool or school for special education services.
   e. For each student age three through 21, the district's or public agency's placement team, including the parent, determines whether placement in an approved private school constitutes a free appropriate public education in the least restrictive environment.

      (1) When proposing to place a child with a disability in an approved private school or preschool, the district ensures that school-age students are district residents or preschool-age children are eligible to receive early intervention/early childhood special education (EI/ECSE) or special education services.
      (2) The district initiates and conducts an individualized education program (IEP) team meeting that includes a representative of the approved private school. If a representative of the approved private school, or other member of the IEP/IFSP team is unable to attend the IEP/IFSP meeting, the district and the parent may agree to use alternative means of meeting participation such as individual or conference telephone calls, or video conferences.
      (3) After the district initially places a student in an approved private school, any subsequent meetings to review or revise an IEP/IFSP or placement are the responsibility of the district or public agency, unless the district or public agency requests by written agreement that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP.

(4) The district may, by written agreement, request that the approved private school initiate and conduct meetings to review and revise the IEP or IFSP. Under such an agreement the district remains responsible for ensuring the private school or preschool meets:

(a) All federal and state requirements related to these meetings; and
(b) Ensures the participation of parents and the district or public agency representative.

(5) The private school or preschool may not determine or implement program changes without the participation and agreement of the parents and the district or public agency representative.
(6) The district in which the child resides provides transportation to and from the approved private school or preschool at no cost to the parent.
(7) The district or public agency terminates the placement of students in a private school or preschool if ~~the~~ ODE suspends, revokes or refuses to renew the approval of a private school or preschool.

(a) The district ensures that every student with a disability who is placed in or referred to a private school or facility by the district as a means of providing special education and related services: ~~.~~

(i) Receives education and services that constitute a free appropriate public education in the least restrictive environment at no cost to the parents;
(ii) Is provided an education that meets the standards that apply to education provided by the public agency; and
(iii) Has all of the rights of a student with a disability who is served by the public agency.

(b) The district ensures that all applicable federal and state requirements relating to the evaluation, eligibility, IEP development, placement and procedural safeguards are followed when determining whether the student will be placed in an approved private school for special education services.
(c) The district initiates and conducts an IEP meeting at which an IEP is developed based upon the needs of the student before determining placement of a student with a disability in an approved private school.

2. Out-of-State Placements for Special Education

a. The district ensures that any private educational institution located outside the state of Oregon with which it contracts to provide special education and related services to Oregon students is approved by the state educational agency of the state in which the educational institution is located. If the state does not have a formal approval process, the educational institution shall meet whatever requirements apply for private schools to serve publicly placed students in that state.
b. The district maintains documentation of such approval and makes it available to ~~the~~ ODE upon request.
c. The district makes contractual agreements for out-of-state placements for the provision of special education and related services when, in accordance with applicable federal and state law, the district has:

(1) Developed an IEP;
(2) The placement team has determined that no appropriate in-state placement options are available.

3. District Responsibility for Students Enrolled by their Parents in Private Schools

a. The district provides equitable services, funded by a proportionate share of federal special education funds, for resident and nonresident students with disabilities enrolled by their parents in private schools located within district boundaries. Nonresident students include children who are residents of another state.
b. The district consults with private school officials about procedures and services and provides child find activities, evaluations, reevaluations and eligibility determinations comparable to those provided for the district's public schools.
c. The district maintains in its records and provides annually to the Oregon Department of Education (ODE), a count of the number of parentally-enrolled private school students evaluated, the number found eligible and the number to whom it provides services.

4. Consultation with Representatives of Private School Students with Disabilities

a. The district consults, in a timely and meaningful way with representatives of private schools and parents of parentally placed private school students with disabilities enrolled in private schools located within the district's boundaries.
b. Consultation includes:

(1) The child find process, including:

(a) How parentally-placed private school children with disabilities may participate equitably, as they do not have an individual entitlement to the same level of special education services as children enrolled in public schools; and in the child find process and how parents, teachers and private school officials will be informed of the process;
(b) How parents, teachers and private school officials will be informed of the process;
(c) How, where and by whom the special education and related services will be provided;
(d) The determination of the proportionate amount of federal funds available including how the amount is calculated, the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this is calculated;
(e) How services will be apportioned if funds are insufficient, and how and when these decisions will be made;
(f) A written explanation of service decisions that the district provides to officials of private schools if the district disagrees with the views of the private school officials about the services to be provided or the methods of providing these services.

a. Written affirmation and complaint:

(1) The district requests a written affirmation, signed by the administrator of each private school participating in the consultation process that a timely and meaningful consultation occurred;

(2) If private school officials do not provide this affirmation within a reasonable period of time, the district forwards its documentation of the consultation process to the ODE;
(3) The district maintains documentation of its consultation process;.
(4) The district acknowledges the right of a private school official to submit a complaint to the ODE regarding the district's implementation of these requirements. Should such a complaint occur, the district forwards to ODE appropriate documentation, including documentation of the district's consultation process.

b. The district makes the final decisions with respect to the services to be provided to eligible private school students.
c. Child Find for Parentally-Placed Private School Children:

(1) The district's child find process includes all resident and nonresident parentally placed students attending private schools located within the district's boundaries.
(2) The district provides child find activities that are similar to, and completed within a comparable time period as child find activities for students win the district's public schools.
(3) The district consults with private school representatives and parents about how to implement the child find activities and how to keep parents and private school personnel informed.
(4) The district ensures the equitable participation of parentally placed private school students in the child find process.
(5) The district does not include the cost of conducting child find activities for private school students, including individual evaluations in determining whether it has spent a proportionate share of its federal Individuals with Disabilities Education Act (IDEA) funds on parentally placed private school students with disabilities.
(6) The district ensures an accurate count of these children is made between October 1 and December 1 of each year and uses this count in determining the amount the district spends for services in the subsequent fiscal year.

5. Provisions for serving students placed by their parents in private schools:

~~a.~~ District decisions about the services that are provided to private school students with disabilities are made throughout the consultation process and in accordance with the district's plan for service of parentally-placed private school students and their services plans.
~~b.~~ The services provided to private school students with disabilities are provided by personnel meeting the same standards as personnel providing service in the district program.
~~c.~~ The district may provide private school students with disabilities a different amount of services than students with disabilities attending public schools in the district.
~~d.~~ The district may provide services to private school students with disabilities onsite at the student's private school, including a religious school, to the extent that services can be provided in a religiously neutral setting within the private school. These services will be provided during the student's regular school day, unless stated otherwise in the student's service plan.
~~e.~~ If a parent of a private school student with a disability requests an ~~IEP~~ meeting from the resident district, the resident district will either:
(1) Hold an IEP meeting within a reasonable time; or
(2) Provide the parent with prior written notice of the district's refusal to hold an IEP meeting.

6. Evaluation, Reevaluation and Eligibility of Private School Students with Disabilities

a. The district conducts evaluations, reevaluations and eligibility determinations, in accordance with federal and state laws and regulations, for both resident and nonresident students enrolled by their parents in private schools located within district boundaries.
b. Eligibility for special education and related services will be determined by the district in the same manner as for public school students with disabilities.
c. The district in which the private school is located reevaluates private school students with disabilities at least every three years to determine whether the student continues to be eligible for special education, whether the student is or is not currently receiving services under a services plan.
d. If parents who enroll a student in a private school at their own expense do not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the district does not use due process procedures to override the lack of consent. The district does not, and is not required to, consider the child as eligible for special education services in these cases.
e. If a parent refuses a reevaluation that is necessary to determine whether the student continues to be a student with a disability, and as a result the team cannot determine the student's continuing eligibility, the student will no longer be considered "eligible" and shall not be counted as a private school student with a disability for the purposes of the private school student count.
f. Following an initial determination of eligibility, and upon any subsequent determination of eligibility, the district will notify the parent in writing that the resident district will make a free appropriate public education available to the student if the student is enrolled in a district program, and conducts a meeting to develop, review or revise the student's services plan.
g. If the parent does not choose to remove the child from private school to enroll in a district public school, the district initiates and conducts a meeting to develop, review or revise the student's services plan, consistent with the procedures for IEP meetings and timeline and in light of the service provision the district has determined through the consultation process.
h. The district in which the private school is located does not release evaluation and eligibility determination information or other personally identifiable information to the student's resident district without written parental consent, unless parents seek enrollment in the student's resident district and the resident district requests records.

7. Services Plan

a. If a student with a disability is enrolled by a parent in a private school the district offers a services plan.
b. The district ensures that the services plan describes the specific special education and related services the district will provide to the student in light of the services that have been determined through the consultation process.
c. The district convenes individual meetings to develop, review and revise the services plan consistent with procedures for IEP team membership, parent participation and IEP content, to the extent appropriate.
b. The district ensures that a representative of the private school attends each meeting. If the representative cannot attend, the district will use other methods to ensure participation by the private school, including individual or conference telephone calls.
d. The district is not required to provide transportation from the student's home to the private school. If necessary for the student to benefit from or participate in the services provided by the district, the district must provide transportation:

(1) From the student's school or the student's home to a site other than the private school; and
(2) From the service site to the private school, or to the student's home, depending on the timing of the services.

8. Property, Equipment and Supplies

~~a.~~ The district keeps title to and exercises continuing administrative control of all property, equipment and supplies that the district acquires with IDEA funds for the benefit of private school students with disabilities.
~~b.~~ The district may place equipment and supplies in a private school for a period of time needed to implement the service plan of a private school student with disabilities or for child find purposes.
~~c.~~ The district ensures that the equipment and supplies placed in a private school:

(1) Are used only for implementation of special education activities; and
(2) Can be removed from the private school without remodeling the private school facility.

d. The district removes equipment and supplies from a private school if:

~~(1)~~ The equipment and supplies are no longer needed for special education activities, programs or services; or
~~(2)~~ The district determines removal is necessary to avoid unauthorized use of the equipment and supplies.

~~e.~~ The district does not use IDEA funds for repairs, minor remodeling or construction of private school facilities.

9. Separate Classes Prohibited

The district does not use IDEA funds for classes that are organized separately on the basis of school enrollment or religion of the students if:

~~a.~~ The classes are at the same site; and
~~b.~~ The classes include students enrolled in public school programs and students enrolled in private schools.

~~10.~~ Funds and Property Not to Benefit Private Schools

~~a.~~ The district will not use IDEA funds to finance the existing level of instruction in a private school or to otherwise benefit the private school.
~~b.~~ The district will use IDEA funds to meet the special education needs of students enrolled in private schools, but not for:

~~(1)~~ The needs of a private school; or
~~(2)~~ The general needs of the students enrolled in the private school.

~~11.~~ Use of School Personnel

~~a.~~ The district may use IDEA funds to make public school personnel available in other than public facilities:

~~(1)~~ To the extent necessary to implement any of the requirements related to private school students with disabilities; and
~~(2)~~ If those services are not normally provided by the private school.

~~b.~~ The district may use IDEA funds to pay for the services of an employee of a private school to provide services to private school students if:

~~(1)~~ The employee performs the services outside of ~~his/her~~ their regular hours of duty; and
~~(2)~~ The employee performs the services under public supervision and control.

~~12.~~ Federal Funds Available for Services

a. The district calculates a proportionate share of federal funds available to provide special education and related services to private school students with disabilities using the formula specified in the IDEA.
b. If the district does not expend the proportionate share of funds by the end of the fiscal year, the district obligates the remaining funds to be used in the following year.
c. The district does not include child find expenditures in determining whether the district has met its expenditure requirements for parentally placed private school students, but may include the cost of transportation required for students to access required special education services.
d. The district does not supplant the proportionate amount of federal funds required to be expended for parentally placed private school students.

Alsea School District 7J

Code: **IGBAJ**
Adopted: 2/10/16

Special Education - Free Appropriate Public Education (FAPE)

1. The district admits all resident school -age children with disabilities and makes special education and related services available at no cost to those:

   a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they ~~have not failed or have not been retained in a course or grade or~~ are advancing from grade to grade;
   b. Who have not graduated with a regular high school diploma;
   c. Who have been suspended or expelled in accordance with special education discipline provisions; or
   d. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21 ~~years of age~~.

2. The district determines residency in accordance with Oregon law.

3. The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities, and children with disabilities who are enrolled in public charter schools located in the district.

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

5. State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.

6. If the individualized education program (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.

7. If a parent revokes consent for a student receiving special education and related services, the district will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

ORS 338.165
ORS 339.115
ORS 343.085
ORS 343.224
OAR 581-015-2020

OAR 581-015-2035 OAR 581-015-2040 - 2065 OAR 581-015-2050	OAR 581-015-2075 OAR 581-015-2530 OAR 581-015-2600	OAR 581-015-2605 OAR 581-021-0029

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

Alsea School District 7J

Code: **IGBAJ-AR**
Adopted: 2/10/16
Orig. Code: IGBAJ-AR

Special Education - Free Appropriate Public Education (FAPE)

1. FAPE and Age Ranges

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

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

2. Nonacademic Services

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

3. Graduation

a. A student graduating with a regular high school diploma is no longer entitled to FAPE.
b. The district provides prior written notice in a reasonable time before a student with a disability, graduates with a regular high school diploma.
c. The district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school diploma.
d. Graduation with an alternative document:

(1) The district may award an alternative document meeting the criteria of the State Board of Education alternative document to a student with a disability.
(2) Graduation with an alternative document does not terminate eligibility, require an evaluation or require prior written notice.

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

4. Incarcerated Youth

a. The district has a plan, approved by the local Board, to provide or cause to be provided, appropriate education for children placed in a local or regional correctional facility located in the district.
b. The district provides FAPE for students with disabilities ages 18 through 21, incarcerated as adults in an adult correctional facility if, in the last educational setting before their incarceration:

(1) Were identified as students eligible for special education; and
(2) Had an individualized education program (IEP).

c. The district's provisions of FAPE do~~does~~ not include:

(1) The requirements relating to participation of children with disabilities in statewide and district assessments.
(2) For students whose eligibility for services will end before their release, the requirements related to transition planning and transition service do not apply. The district makes this determination based on considerations of the sentence and eligibility for early release. Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities based on consideration of their sentence and eligibility for early release.
(3) The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. Least restrictive environment requirements do not apply with respect to these modifications.
(4) The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parent after rights transfer to the student.

5. Residential Placement

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

6. Physical Education

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

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

7. Public Charter Schools

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

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

~~a.~~ Provide written notification of the student's enrollment to the district in which the student resides;
~~b.~~ Request, in accordance with applicable confidentially provisions in state and federal laws, the records of the student, including all information related to an individualized education program developed for the student;
~~c.~~ Provide written notification to the student's parent, guardian or person in parental relationship to provide information about:

(1) The district's responsibility to identify, locate and evaluate to determine a student's need for special education and related services and to provide those special education services in the public charter school; and
(2) The methods by which the district may be contacted to answer questions or provide information related to special education and related services.

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

~~a.~~ The district in which the student resided to provide notice:

~~(1)~~ That the student no longer is enrolled in the public charter school; and
~~(2)~~ That the district will provide the student education records including all information related to the student's IEP if the student seeks enrollment or services from the district in which the student resides.

~~b.~~ The student's parent, guardian or person in parental relationship to provide information about:

~~(1)~~ The responsibility of the school district in which the student resides to identify, locate and evaluation students and implement services;
~~(2)~~ The methods by which the student's resident district may be contacted to answer questions or provide information about special education and related services; and
(3) The responsibility of the district to provide student records, including information related to the student's IEP, if the student seeks enrollment or services from another district, including the parent's resident district.

8. Recovery of Funds for Misclassified Students

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

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

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

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

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

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

Prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the district must provide prior written notification to the student's parents and must obtain written consent[1] that:

a. States the personally identifiable information that may be disclosed (e.g. records or information about the services that may be provided to the student);
b. States the purpose of the disclosure (e.g. billing for services under IDEA);
c. Names the agency to which the disclosure may be made (e.g. Medicaid);
d. Specifies that the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under IDEA;
e. Acknowledges the district may not require parents to incur an out-of-pocket expense (i.e. payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and
f. Acknowledges the district may not use the student's benefits under a public insurance program, if that use would:

    (1) Decrease available lifetime coverage of any other insured benefit;
    (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
    (3) Increase premiums or lead to the discontinuation of insurance; or
    (4) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

10. Accessible Materials

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

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

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

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

Alsea School District 7J

Code: **IGBAK**
Adopted: 2/10/16
Orig. Code: IGBAK

Special Education - Public Availability of State Application

The superintendent will be responsible for ensuring that all documents relating to the district's eligibility for funds under Part B of the Individuals with Disabilities Education Act (IDEA) are available to parents of children with disabilities and to the general public for inspection, review and comment.

1. In complying with this requirement~~,~~ the district does not release or make public personally identifiable information.

2. Information available for public review includes, but is not limited to:

   a. How the district implements policies, procedures and programs for special education, consistent with state and federal requirements;
   b. Performance of students with disabilities on statewide assessments;
   c. Results of the state's general supervision and monitoring of district programs for special education, including the timeliness and accuracy of required data submissions;
   d. District achievement of performance targets established in the State Performance Plan (SPP);
   e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, district information about:

      (1) Identifying the excess~~Excess~~ costs of educating students with disabilities;
      (2) Maintaining the financial support for programs and services for students with disabilities (~~m~~Maintenance of Effort (~~effort or~~ MOE));~~); and~~
      (3) Describing available schoolwide~~Schoolwide~~ programs under Title I of the Elementary and Secondary Education Act (ESEA) or the Every Student Succeeds Act of 2015 (ESSA~~No Child Left Behind (NCLB~~);
      (4) Documenting the annual~~Annual~~ district application for IDEA funds; and
      (5) Reporting of official audits~~Official audit reports~~, complaints and due process hearings.

   f. District dispute resolution information, including the resolution of state complaints and due process hearings.

END OF POLICY

Legal Reference(s):

State-Administered Programs, 34 C.F.R. § 76.304 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 34 C.F.R. 300.212 (2017).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 1413, 1418 (2012).

Alsea School District 7J

Code: **IGBAL**
Adopted: 2/10/16
Orig. Code: IGBAK

Special Education - Services for Home-Schooled Students with Disabilities**

If the district receives notice that a parent intends to home school a student with a disability, the district will offer an opportunity for an individualized education program (IEP) meeting to consider providing special education and related services in conjunction with home schooling and will provide written notice to the parent that a free appropriate public education will be provided if the student enrolls in the district. This notice shall be provided annually as long as:

1. The student remains eligible for special education; and

2. The student is exempt from compulsory education as a home-schooled student; and

3. The student is not receiving special education and related services from the district.

END OF POLICY

Legal Reference(s):

ORS 339.020
ORS 339.030
ORS 339.035
ORS 343.165

OAR 581-015-2080
OAR 581-015-2130 to 2190
OAR 581-015-2210
OAR 581-015-2310

OAR 581-015-2315
OAR 581-021-0026 to -0029

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1427 (2006).

Alsea School District 7J

Code: **IGBAL-AR**
Adopted: 2/10/16
Orig. Code: IGBAL-AR

Special Education - Services for Home-Schooled Students with Disabilities**

1. Home Schooling for Students with Disabilities

   a. As soon as the district learns of the parent's intent to home school or when the district is informed that a resident student with disabilities is home schooled, the district provides written notice to the parent that it stands ready to provide a free appropriate public education if the student enrolls in the district.
   b. The district offers and documents to the parent an individualized education program (IEP) meeting to consider providing special education and related services to the student with a disability in conjunction with home schooling.
   c. The district provides an annual written notice that it stands ready to provide a free appropriate public education if the student enrolls in the district as long as:

      (1) The student remains eligible for special education;
      (2) The student is exempt from compulsory education as a home-schooled student; and
      (3) The student is not receiving special education and related services from the district.

   d. To consider the provision of special education services, the district convenes the IEP team for a student with a disability if the IEP team determines that a free appropriate public education can be provided in conjunction with home schooling. Services may be provided in the home only to the extent that special education or related services would be provided in the home if the student was not home schooled.
   e. The district develops an IEP consistent with the requirements for IEP team meetings, IEP team membership and IEP content, with the following exceptions:

      (1) The student's parent shall be treated as both parent and regular education teacher of the student unless the parent designates another individual as the regular education teacher;
      (2) Under "extent of nonparticipation in regular education" the IEP shall state that the student is exempt from compulsory school attendance and regular education is provided through home schooling; and
      (3) The IEP will state how "satisfactory educational progress" will be determined for the student. A parent may use a privately developed plan (PDP) to determine satisfactory progress. If so, the IEP indicates that satisfactory progress will be determined by the PDP team, at parent request. If the student may enroll in a regular education class, pursuant to the district's policy for students who are home schooled, the IEP team includes a regular education teacher.

   f. The district ensures that:

(1) Students with disabilities who are home schooled are reevaluated at least every three years unless waived by mutual agreement of the parent and the district, and not more than once a year unless the parent and district agree otherwise;
(2) If the team determines a specific evaluation is necessary to continue eligibility or to determine appropriate special education and related services for the student's IEP, and the parent refuses consent for such evaluation, or refuses to make the student available, the district will document to the parent that the district stands ready to conduct the evaluation when the parent gives consent or makes the student available;
(3) If the district does not have sufficient evaluation information to determine eligibility or to develop an IEP, the district is not required to complete these activities. The district will provide prior written notice if the district terminates eligibility or services under these circumstances.

2. Testing and Reporting Requirements

a. If a student with a disability is receiving IEP services from the district and the IEP includes a provision for IEP team assessment of satisfactory educational progress, the district:

(1) Completes the assessment; and
(2) Provides the parent with a copy of the results, including a summary statement indicating whether the student has made satisfactory educational progress in light of the student's age and disability.

b. If a student with a disability is receiving IEP services in a core area of instruction, the district includes the student in statewide assessments, unless an exemption is requested by the parent.

3. Child Find

a. If the district suspects that a home-schooled student has a disability, the district:

(1) Obtains parent consent for initial evaluation; and
(2) Conducts an initial evaluation and determines the student's eligibility to receive special education and related services.

b. If the student is eligible, the district notifies the parent and offers an opportunity for an IEP meeting to consider initiation of special education and related services to the student with a disability.
c. If the parent refuses consent, does not respond or refuses to make the student available, the district documents to the parent that the district stands ready to conduct the evaluation when the parent gives consent or makes the student available.

4. School Enrollment

a. If the district permits partial enrollment of home-schooled students in its regular education program, the district will permit students with disabilities to participate to the same extent as nondisabled students, if appropriate, whether or not the student is receiving IEP services from the district.
b. A student who is exempt from compulsory school attendance as a home-schooled student with a disability will continue to be considered an exempt home-schooled student by the district

even though the student receives special education and related services from the district, unless these services are the equivalent of full-time enrollment in the district; or the district permits partial enrollment of home-schooled students and, pursuant to that policy, the student attends one or more regular education classes, unless partial enrollment is the equivalent of full-time enrollment in the district.

Alsea School District 7J

Code: **IGBB**
Adopted: 2/10/16
Orig. Code: IGBB

Talented and Gifted Program

(moved language from IGBBC into this policy)
~~The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually.~~

~~The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students K-12.~~

~~A written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students shall be similarly developed.~~

~~Provided that financial resources are available, the district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.~~

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification**)

The district will develop a written plan of instruction for talented and gifted students that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);

2. Identifies and assesses special talented and gifted programs and services available in the district;

3. States goals related to providing such programs and services, including timelines for achievement;

4. Describes the programs and services intended to accomplish stated goals;

5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;

6. Describes how the district will evaluate progress of the plan; and

7. States the name and contact information for the district's talented and gifted coordinator.[1]

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

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

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

END OF POLICY

Legal Reference(s):

ORS 343.391 - 343.401
ORS 343.407 - 343.413

OAR 581-022-2325
OAR 581-022-2330

OAR 581-022-2370
OAR 581-022-2500

[1] For the list of complete requirements of the plan, see ORS 343.397(1).

Alsea School District 7J

Code: **IGBB-AR**
Revised/Reviewed:

Complaints Regarding the Talented and Gifted Program and/or Services

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services ("TAG").

All complaints regarding TAG will be reported to the TAG coordinator. A form is available, but not required. The TAG coordinator may use the form to document and gather relevant information.

1. Upon receipt of a TAG complaint, the TAG coordinator shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, and a counselor.

2. The review committee shall meet within two working days of when the complaint was received and review all pertinent information.

   The review committee may recommend that:

   a. The programs or services are appropriate; or
   b. The programs or services are not appropriate.

   A recommendation from the review committee will be submitted to the superintendent within 10 working days of receiving the original complaint.

3. The superintendent shall review the committee's recommendation and make a decision. The superintendent will issue a decision within 10 working days of receiving the recommendation.

4. If dissatisfied with the superintendent's decision, the complainant may submit an appeal to the Board within five working days of receiving the decision. The Board will review the findings and conclusion to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.

If the complainant, who is a student, a parent or guardian of a student who attends school in the district a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal[1] the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

{[2]}Timelines may be extended upon written agreement between the district and the complainant.

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

[2] {For district information. The district's complaint process should align with OAR 581-022-2370 and consider an appeal process to ODE in OAR 581-002-0005.}

Alsea School District
301 S 3rd St., Alsea, OR 97324

PROPOSED

TALENTED AND GIFTED PROGRAM AND/OR SERVICES COMPLAINT FORM

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____

Alsea School District 7J

Code: **IGBBA**
Adopted: 6/13/17
Orig. Code: IGBBA

Identification - Talented and Gifted Students**

In order to serve ~~academically~~ talented and ~~intellectually~~ gifted ("TAG") students in grades K through ~~-~~12, the district directs the superintendent or designee to establish an~~a written~~ identification process. This process of identification shall include at~~as~~ a minimum:

1. Use of research based best practices ~~to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged~~ that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.

~~2. Behavioral, learning and/or performance information.~~

~~3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.~~

~~4.~~2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.

~~5.~~3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:

a. Students who are racially/ethnically diverse;
b. Students experiencing disability;
c. Students who are culturally and/or linguistically diverse;
d. Students experiencing poverty; and
e. Students experiencing high mobility.

~~6.~~4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

~~7.~~5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

~~8. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment Consortium for assistance in identifying academically talented students.~~

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

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal ~~the decision~~ through the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**~~. After exhausting the district's appeal procedure and receiving a final decision, a parent may appeal the decision to the State Superintendent of Public Instruction.~~

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

ORS 343.395
ORS 343.407
ORS 343.409
ORS 343.411
OAR 581-021-0030
OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

Alsea School District 7J

Code: **IGBBA-AR**
Adopted: 6/13/17
Orig. Code: IGBBA-AR

Appeals Procedure for Talented and Gifted Identification and Placement**

The Board has established an appeals process for a parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. TheIt is the district's desire and intent is to reachthat satisfactory solutions can be reached during the informal process:

Informal Process:

1. The A parent(s) will contact the district's TAG coordinator/teacher to request reconsideration;

2. The TAG coordinator/teacher will confer or meet with the parent,(s) and may include any additional appropriate persons (, e.g., principal, counselor, teacherother staff, etc.), within five school days of the request. Information. At this time, information pertinent to the selection or placement will be shared.;

3. If an agreement cannot be reached, the parent(s) may initiate the Formal Process.

Formal Process:

1. A Pparent(s) shall submit a written request for reconsideration of the identification and/or /placement to the principal within five school days of the conference identified above;

2. The principal shall acknowledge in writing the receipt of the request within five school days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher;

3. The principal, TAG coordinator/teacher and other appropriate staff shall review the student's file and earlier decisions within 10 school days of the original request presented in the previous step.. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.;

~~4. Parent(s) may be provided an opportunity to present additional evidence;~~

~~5.~~4. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.;

~~6.~~5. A decision will be made by the principal within 20 school days after receipt of the written request for reconsideration from the parent. The parent(s) shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.;

~~7.~~6. The decision may be appealed to the Board through Board policy KL – Public Complaints and may begin at Step 3.;

~~8.~~7. If the parent is~~(s) are~~ still dissatisfied, the parent may file an ~~they have access of~~ appeal to the Deputy~~State~~ Superintendent of Public Instruction under ~~following the procedures outlined in the~~ Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.~~).~~ The district shall provide a copy of the OARs~~appropriate OAR~~ upon request.

Alsea School District 7J

Code: **IGBBC**
Adopted: 2/10/16
Orig. Code: IGBBC

Programs and Services - Talented and Gifted**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict students' access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

1. Early Entrance
2. Grade Skipping
3. Continuous Progress
4. Cross Grade Grouping
5. Honors Classes
6. Independent Study
7. Credit by Examination
8. Concurrent Enrollment
9. Mentorship/Internship

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration.

The Board has established a complaints procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

END OF POLICY

Legal Reference(s):

OAR 581-022-1310 to -1330 OAR 581-022-1940

Alsea School District 7J

Code: **IGBBC-AR**
Adopted: 2/10/16
Orig. Code: IGBBC-AR

Complaints Regarding Talented and Gifted Program

Since differences of opinion may arise regarding the appropriateness of programs and services provided for identified talented and gifted (TAG) students, the following procedure will be utilized when complaints arise.

1. All complaints will be reported to the superintendent;

2. The complainant will be given the Talented and Gifted Standards Complaint form which must be filled out before further consideration can be given to the complaint;

3. The superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher and other appropriate staff;

4. The review committee shall meet within two working days of receiving the written complaint and review all pertinent information. A recommendation will be submitted to the superintendent within 10 working days of receiving the original complaint;

5. The committee may recommend that:

   a. The programs or services are appropriate;
   b. The programs or services are not appropriate.

6. The superintendent shall report immediately the recommendations of the review committee to the Board;

7. The decision of the Board shall be final;

8. If the complainant remains dissatisfied, and has exhausted local procedures, or 45 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the district, an appeal to the State Superintendent of Public Instruction can be filed. The district shall provide a copy of the appropriate Oregon Administrative Rule upon request.

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____

DELETE

Alsea School District 7J

Code: **IGBBD**
Adopted: 2/10/16
Orig. Code: IGBBD

Parent Notification and Participation**

(OSBA has removed this policy from its samples)
The district shall inform parents of the identification of their student as talented and gifted. The district shall further inform parents of program or service options available and provide them an opportunity to participate in selecting those programs or options most appropriate for their student.

The Board directs the superintendent to develop written procedures for parent notification and participation.

END OF POLICY

Legal Reference(s):

OAR 581-022-1310 to -1330

DELETE

Alsea School District 7J

Code: **IGBC**
Adopted: 2/10/16
Orig. Code(s): IGBC

Title I/Parental Involvement

The Board recognizes that parental and family~~parent~~ involvement is vital to achieve maximum educational growth for students participating in the district's Title IA~~I~~ program. Therefore, in compliance with federal law and the Oregon Department of Education guidelines, the district shall meet with parents and family to provide information regarding their school's participation in the Title IA~~I~~ program and its requirements.

The superintendent shall ensure equivalence among schools in teachers, administration and other staff, and in the provision of curriculum materials and instructional supplies.

The Board directs the superintendent to ensure that each of the district's schools participating in the Title IA~~I~~ program meets~~meet~~ annually. Parents and family of participating students shall be informed of their right to be involved in the development of the district's parental and family engagement~~involvement~~ policy, overall district Title IA~~I~~ plan and the school-parent compacts~~compact~~.

~~The district shall, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. Information and school reports will be provided in a format and language parents understand.~~

In cooperation with parents and family, the district's policy, plan and compact shall be reviewed annually and updated periodically to meet the changing needs of parents and the schools,~~school~~ and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent shall develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

END OF POLICY

Legal Reference(s):

ORS 343.650 ORS 343.660 OAR 581-037-0005 to -0025

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318 (2012).

Alsea School District 7J

Code: **IGBC-AR**
Adopted: 2/10/16
Orig. Code(s): IGBC-AR

Title I/Parental Involvement

Parental and Family Engagement~~Involvement Policy~~

A parental and family engagement~~involvement~~ policy shall be developed jointly~~, and~~ agreed upon with and distributed parents and family of participating students. The district shall ensure:

1. Involvement of parents and family members in the joint development of the district's overall Title IA~~I~~ plan, and the development~~process~~ of support~~school review~~ and improvement plans.~~;~~

2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.~~;~~

3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement.~~;~~

4. Coordination and integration of parent and family engagement~~parental involvement~~ strategies with appropriate programs as provided by law.~~;~~

5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy, in improving the academic quality of schools served under Title IA.~~I;~~

6. Identification of barriers~~Barriers~~ to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority~~. are identified;~~

7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy.~~;~~

8. Involvement of parents~~Parents are involved~~ in the activities of schools served under Title IA~~I~~.

District Title IA~~I~~ Plan

The district's Title IA plan shall ensure that all children receive a high quality education and to close the achievement gaps between children meeting the challenging state academic standards and those children who are not meeting such standards. As a part of the district's overall Title IA~~I~~ plan, the district shall ensure effective involvement of parents and family by promoting activities that support a partnership among the schools~~school~~, parents, family and the community, and that promotes~~promote~~ the improvement of student achievement. The district Title IA plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.

2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students~~Plans may be developed~~ by ineffective, inexperienced or out-of-field teachers.

3. How the district will use effective parental involvement practices.

4. The poverty criteria to select school attendance areas for participation.

5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).

6. The services provided to homeless children and youth.

7. Effective parent and family engagement strategies used by the district.

8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.

9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.

10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.

11. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom.

12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.

13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

Title IA School Plan

Each Title IA school in the district shall jointly develop a plan and distribute the plan to parents and family members of participating children that~~district schools individually or collectively. District schools~~:

14. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.

15. Involves parents and family members in the planning, review and improvement of programs under Title IA.

16. Shall provide assistance to parents of students served by the school in understanding such topics as the State's~~state's~~ academic ~~content~~ standards and ~~state~~ student academic achievement standards, Title IA~~I~~ plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student.~~;~~

17. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.~~;~~

18. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.~~;~~

19. Shall, to the extent feasible and appropriate, coordinate and integrate parent-involvement programs and activities with other Federal, State and local programs, including ~~Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and~~ public preschool programs~~ and other programs~~, and other programs that encourage and support parents in fully participating in the education of their children.~~to the extent feasible and appropriate;~~

20. Shall ensure, to the extent practicable~~possible~~, that information related to school and parent programs, meetings and other activities is sent to the parents~~homes~~ of participating students in a format and ~~in a~~ language the parents~~parent~~ can understand.~~;~~

21. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training.~~;~~

22. May provide necessary literacy training from Title IA~~I~~ funds received if the district has exhausted all other reasonably available sources of funding for such training.~~;~~

23. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related activities, (i.e., meetings and training sessions).~~;~~

24. May train and support parents to enhance the involvement of other parents.~~;~~

25. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation.~~;~~

26. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA~~I~~ programs.~~;~~

27. May develop appropriate roles for community-based organizations and businesses in parental-involvement activities.~~;~~

28. May adopt and implement model approaches to improving parental involvement.~~; and~~

29. Shall provide such other reasonable support for parental involvement activities ~~as parents may request~~ consistent with Title IA~~I~~ requirements, as parents may request.

School-Parent Compact

A school-parent compact shall be developed for each of the district's Title IA~~I~~ schools. The compact shall:

1. Describe the school's responsibility to provide high -quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's~~state's student~~ academic achievement standards.~~;~~

2. Describe the ways in which each parent will be responsible for supporting their student's learning.~~;~~

3. Address~~Stress~~ the importance of ongoing communication between teachers and parents through:

   a. Annual~~ annual~~ parent-teacher conferences at the elementary school level; and
   b. Frequent reporting to parents on their student's progress.

4. The district shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a format and language parents can understand.

Alsea School District 7J

Code: **IGBG**
Adopted: 2/10/16
Orig. Code: IGBG

Homebound Instruction

Instruction will be provided to any student whose health or impairment will, as substantiated by a physician's statement, cause the student to be absent from school for at least 10 consecutive days and who can benefit educationally from such instruction.

The amount of instructional service provided will be related to each student's educational needs and physical and mental health.

END OF POLICY

Legal Reference(s):

ORS 336.615 to -336.665
ORS 339.030
OAR 581-021-0071
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2505

Alsea School District 7J

Code: **IGBHA**
Adopted: 2/10/16
Orig. Code: IGBHA

Alternative Education Programs**

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

"Alternative education program" means a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. ~~.~~ Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505~~1350~~. The superintendent will develop administrative regulations as necessary to evaluate the district's alternative education programs.~~implement this requirement.~~

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private~~Private~~ alternative education program~~programs~~ shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable. ~~ORS 336.625, 336.631 and 336.637.~~

Students, after consultation with a~~upon~~ parent or guardian~~request~~, may be placed in an alternative education program if the district determines that the placement serves the student's educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student's resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of an alternative education program ~~cost~~ or an amount equal to 80 percent of the district's estimated current year's average per-student net operating expenditure, whichever is less. When contracting ~~The district will enter into a written contract~~ with a~~district-approved~~ private alternative education program, the district's contract will meet the requirements of law~~programs~~.

END OF POLICY

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.014
ORS 336.175
ORS 336.615 - 336.665
ORS 339.030

ORS 339.250 OAR 581-021-0045 OAR 581-021-0065	OAR 581-021-0070 OAR 581-021-0071 OAR 581-022-2320 OAR 581-022-2505	OAR 581-023-0006 OAR 581-023-0008

Alsea School District 7J

Code: **IGBHA-AR(1)**
Adopted: 2/10/16
Orig. Code: IGBHA-AR(1)

Evaluation of Alternative Education Programs

Date: _____

Dear Alternative Education Program Coordinator:

In accordance with Oregon Administrative Rule (OAR) 581-022-2505~~1350~~, the district is required to evaluate alternative education programs annually. Please provide the documentation required below and return to the Alsea School District office at 301 3rd Street, Alsea, Oregon 97324 no later than [ ]. Please include the program name, program coordinator and telephone number. A copy of the district's written evaluation shall be provided to the program coordinator.

Staff

~~1.~~ Have criminal records checks requirements been met?

* Provide list of individuals subject to criminal records checks and copy of Form 581-2283-M from the Oregon Department of Education (ODE).

Curriculum

~~1.~~ Are students receiving instruction in the state academic content standards and earning~~to earn~~ diploma credits?

* Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.

~~2.~~ Are statewide assessments~~Oregon Statewide Assessments~~ administered and the results reported annually to students, parents and the district?

* Attach copy of summary report and sample of information reported to student, parents and the ~~school~~ district.

~~3.~~ Are students receiving, at least annually, a report of academic progress?

* Attach copy of report used.

1. Does the program meet the physical education requirements of Oregon Revised Statute (ORS) 329.496?

* Attach the document that supports the physical education requirements.

Discrimination

~~1.~~ Does the program comply with nondiscrimination requirements of law? (Program ~~program~~ does not discriminate based on age, disability, national origin, sexual orientation, gender identity, race, color, marital status, religion~~, sexual orientation~~ or sex)~~?~~

* Attach student enrollment/withdrawal summary based on above criteria.

Registration (Private alternative education programs only)

~~1.~~ Is the program registered with the ODE?

* Attach copy of the~~registration application and~~ approval from ODE (including the institution identification number assigned by ODE).~~.~~

Site Evaluation

~~1.~~ Does the program comply with health and safety statutes and rules?

* Attach copy of appropriate documentation, including first-aid~~, and~~ emergency procedures plan, healthy and safe schools plan, radon testing plan, such as staff/student handbooks, in-service agenda, plans, fire marshal's report, safety inspection reports, etc.

Tuition and Fees

~~1.~~ Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, 339.155)?

* Attach list of any fees required and explanation.

Contract

~~1.~~ The program complies with any statute, rule or district policy specified in the contract with the public or private alternative education program.

* Attach as applicable.

~~2.~~ Does the contract with the public or private alternative education program state that noncompliance with a rule or statute may result in termination of the contract?

* Contract on file with district and program, as applicable.

Expenditures

~~1.~~ Does the program~~district~~ comply with Oregon Revised Statutes regarding expenditures (ORS 336.635 (4))?

* Attach annual statement of expenditures.

Advertising

1. Does the program meet the advertising requirements of ORS 339.122?

* Attach a copy of the program description. Is it a virtual public school and is it advertised as such?

_____ _____

Superintendent Dated

* Compliance indicators are intended as examples only. District may modify, as appropriate.

Alsea School District 7J

Code: **IGBHA-AR(2)**
Adopted: 2/10/16
Orig. Code: IGBHA-AR

Evaluation of Alternative Education Programs - District Summary

The district's alternative education programs evaluator should complete the following and file with materials submitted by the alternative education program coordinator.

Program Name_____ Date_____

Program Coordinator_____

Staff

☐ ~~1.~~ ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

Curriculum

☐ ~~1.~~ ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

☐
~~2.~~ ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

☐
~~3.~~ ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

_____

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

Discrimination

☐ ~~1.~~ ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

Registration (Private alternative education programs only)

☐ ~~1.~~ ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

Site Evaluation

☐ ~~1.~~ ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

Tuition and Fees

☐ ~~1.~~ ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

Contract

☐ ~~1.~~ ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

☐
~~2.~~ ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

Expenditures

☐ ~~1.~~ ~~☐~~ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

Advertising

1. ☐ Meets criteria ☐ Does not meet criteria

Comments: _____

_____

_____

_____

District Evaluator's Signature Date

Alsea School District 7J

Code: **IGBHB**
Adopted: 2/10/16
Orig. Code: IGBHB

Establishment of Alternative Education Programs

The superintendent will develop alternative education program options in compliance with Oregon law.~~Administrative Rules and Oregon Revised Statutes:~~

1. For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems;

2. For students who have not met or who have exceeded all of Oregon's academic content standards;

3. When necessary to meet a student's educational needs and interests;

4. To assist students in achieving district and state academic content standards;

5. When a public or private alternative education program is not readily available or accessible.

Alternative education programs implemented by the district are to maintain learning options that are flexible with regard to environment, time, structure and pedagogy.

The examples~~Examples~~ of alternative education program options available could include:

1. A separate school;

2. Evening classes;

3. Tutorial instruction;

4. Small group instruction;

5. Large group instruction;

6. Personal growth and development instruction;

7. Counseling and guidance;

8. Computer-assisted instruction;

9. Professional technical programs or Career Technical Education;

10. Cooperative work experience and/or supervised work experience, in accordance with the student's educational goals;

11. Instructional activities provided by institutions accredited by the Northwest Accreditation Commission;

12. Supervised community service activities performed as part of the instructional program; and

13. Supervised independent study in accordance with a student's educational goals;

14. The district's Expanded Options Program.

The superintendent will develop an administrative regulation to establish~~regulations for establishing~~ alternative education programs.

END OF POLICY

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.175
ORS 336.615 to -336.665
ORS 339.250

ORS Chapter 340

OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070

OAR 581-021-0071
OAR 581-022-2320
OAR 581-022-2505
OAR 581-023-0006
OAR 581-023-0008

Alsea School District 7J

Code: **IGBHB-AR**
Adopted: 2/10/16
Orig. Code: IGBHB-AR

Establishment of Alternative Education Programs

Proposals from students or parents or guardians of students for the establishment of an alternative education program shall be submitted in writing to the superintendent.~~.~~

"Alternative education program" means a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving~~to achieve~~ the academic content standards~~goals~~ of the district~~curriculum in a manner consistent with their learning styles~~ and the state~~needs~~.

Proposals for alternative education programs shall include the following:

1. Goals;

2. Criteria for enrollment;

3. Proposed budget;

4. Staffing;

5. Location;

6. Assurance of nondiscrimination.

Proposals must be submitted to the superintendent prior to November 1 for programs to be implemented the following school year.

The superintendent will establish an evaluation committee to review proposals based on district criteria. The committee shall provide a written report to the superintendent by February 1 stating why the proposal should be accepted, rejected or modified.

The superintendent's recommendation to accept, reject or accept with modifications will be presented to the Board for consideration by April 15. The superintendent will provide notification of the Board's final decision.

Alsea School District 7J

Code: **IGBHC**
Adopted: 2/10/16
Orig. Code: IGBHC

Alternative Education Notification**

General notification of the alternative education program law and ~~,~~ the availability of existing alternative education programs~~, and the procedures to request the establishment of new programs~~ shall be included~~contained~~ in the student/parent handbook distributed each year.

Individual notification to students and parents or guardians regarding the availability of alternative education programs will be given semiannually or when new programs become available under the following situations, as appropriate:

1. When two or more severe disciplinary problems occur within a three-year period~~.~~ (Severe disciplinary problems will be defined in the code of conduct.);

2. When attendance is so erratic the student is not benefitting from the educational program. (Erratic attendance will be defined on a case-by-case basis.);

3. When a student's parent or guardian or emancipated student applies for exemption from compulsory attendance on a semiannual basis;

4. When an expulsion is being considered for reasons other than a weapons policy violation;

5. When a student is expelled for reasons other than a weapons policy violation.

A written~~Individual~~ notification shall be **hand delivered** or sent by certified mail. Parents or guardians shall receive individual notification prior to an actual expulsion.

The written notification~~Notification~~ shall include, but is not limited to:

1. The student's action which is the basis for consideration of alternative education;

2. A list of the alternative education programs for this student;

3. The program recommendations for the student based on~~upon~~ the student's learning styles and needs;

4. Procedures for enrolling the student in the recommended program.

The notice will be provided in a language the parents or guardians can understand.

The superintendent will develop notification procedures in accordance with Oregon Revised Statutes.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 336.175
ORS 336.615 to -336.665
ORS 339.250

OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071
OAR 581-021-0076

OAR 581-022-2320
OAR 581-022-2505
OAR 581-023-0006
OAR 581-023-0008

Alsea School District 7J

Code: **IGBHC-AR**
Adopted: 2/10/16
Orig. Code: IGBHC-AR

Alternative Education Notification

DATE: _____

TO: Parent of _____

FROM: _____

RE: Notification of Alternative Education

Your student qualifies for alternative education as a result of the following student action:

_____

_____

_____

_____

Alternative education programs available for your student at this time consist of _____

_____

_____

_____

The recommendation of district staff members for your student is _____

_____

Procedures for enrolling your student in the recommended program are as follows: _____

Alsea School District 7J

Code: **IGBHD**
Adopted: 2/10/16
Orig. Code: IGBHD

Program Exemptions

The Board may excuse students from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district.

An alternative education program for credit may be provided.

The procedures to establish an alternative education program and alternative credit shall be developed by the superintendent.

END OF POLICY

Legal Reference(s):

ORS 336.035(2)
ORS 336.465
ORS 336.615
ORS 336.625
ORS 336.635

OAR 581-002-0035
OAR 581-021-0009
OAR 581-021-0071
OAR 581-022-2050
OAR 581-022-2110
OAR 581-022-2505

Alsea School District 7J

Code: **IGBHE**
Adopted: 2/10/16
Orig. Code: IGBHD

Expanded Options Program
(Version 1)

(see updated version)
The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program will comply with all requirements of Oregon law.

Eligible Students

Eligible students may apply to take courses at a post-secondary institution through the Expanded Options Program. A student is eligible for the Expanded Options Program if he/she: (1) is 16 years or older at the time of enrollment in a course under the Expanded Options Program; (2) is in grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program; (3) has developed an educational learning plan; and (4) has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the students' parents of the Expanded Options Program for the following school year. The district will notify a transfer high school student or a returning dropout of the Expanded Options Program if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the Expanded Options Program, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

The notice must include the following:

1. The definitions below:

    a. **Eligible Students:** A student who is enrolled in an Oregon public school and who is:

        (1) Is 16 years of age or older at the time of enrollment in a course under the Expanded Options Program;
        (2) In grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program;
        (3) Has developed an educational learning plan as described in this policy; and
        (4) Has not successfully completed the requirements for a high school diploma.

    An eligible student does not include a foreign exchange student enrolled in a school under a cultural exchange program;

b. **Eligible Post-Secondary Institution:** A community college, a state institution of higher education listed in ORS 352.002 and the Oregon Health and Science University;

c. **Eligible Post-Secondary Course:** Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree. An eligible post-secondary course does not include a duplicate course offered at the student's resident school. Eligible post-secondary courses include academic and professional technical courses and distance education courses;

2. Purposes of the Expanded Options Program which include the following:

   a. To create a seamless education system for students enrolled in grades 11 and 12 to:

      (1) Have additional options to continue or complete their education;
      (2) Earn concurrent high school and college credits; and
      (3) Gain early entry into post-secondary education.

   b. To promote and support existing accelerated college credit programs and to support the development of new programs that are unique to a community's secondary and post-secondary relationships and resources;
   c. To allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution;
   d. To provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program; and
   e. To increase the number of at-risk students earning college credits or preparing to enroll in a post-secondary institution.

3. Financial arrangements for tuition, textbooks, equipment and materials;

4. Available transportation services;

5. The effect of enrolling in the Expanded Options Program on the student's ability to complete high school graduation requirements;

6. The consequences of failing or not completing a post-secondary course;

7. Notification that participation in the Expanded Options Program is contingent on acceptance by an eligible post-secondary institution;

8. District time lines affecting student eligibility and duplicate course determinations;

9. The following information about eligibility for the Expanded Options Program:

   a. Eligible students may not enroll in eligible post-secondary courses for more than the equivalent of two academic years, and eligible students who first enroll in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year;
   b. A student who has completed the requirements for a high school diploma may not participate in the Expanded Options Program;

10. Notice(s) of any other program(s), agreements(s) or plan(s) in effect that provides access for public high school students to post-secondary courses;

11. The district's responsibility for providing any required special education and related services to the student;

12. The number of quarter credit hours that may be awarded each school year to eligible students by the resident high school;

13. The Board's process for selecting eligible students to participate in the Expanded Options Program if the district has not chosen to exceed the credit hour cap and has more eligible students who wish to participate than are allowed by the cap;

14. Information about program participation priority for at-risk students;

15. Exclusion of duplicate courses as determined by the district;

16. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee;

17. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident secondary school; and

18. Exclusion of foreign exchange students enrolled in a school under a cultural exchange program.

It is a priority for the district to provide information about the Expanded Options Program to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the Expanded Options Program shall notify the district of his/her intent to enroll in post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed post-secondary course to the remaining graduation requirements.

A student who intends to participate in the Expanded Options Program shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and

2. The relationship of the post-secondary courses proposed under the Expanded Options Program and the student's learning goals.

A student who enrolls in the Expanded Options Program may not enroll in post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the Expanded Options Program in grade 12 may not enroll in post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in a post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The scope of the course refers to the depth and breadth of course content as evidenced through a planned course statement, including content outlines, applicable state content standards, course goals and student outcomes. The Board will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board, the student may appeal the district's determination to the Superintendent of Public Instruction.

Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the Expanded Options Program is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 is 148.5 (450 X 0.33 = 148.5). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student. An "at-risk" student includes a student who meets state or federal thresholds for poverty as indicated by eligibility for services under any of the following provisions of the No Child Left Behind Act: (1) Title I - Improving Academic Achievement of the Disadvantaged, Part A - Improving Basic Programs Operated by Local Educational Agencies; (2) Title I, Part C - Education of Migratory Children; (3) Title I, Part D - Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk; (4) Title III - Language Instruction for Limited English Proficient and Immigrant Students; and (5) and Title X - Repeals, Redesignations, and Amendments to Other Statutes, Part C - Education of Homeless Children and Youth Program (amending subtitle B of title VII of the McKinney-Vento Homeless Educational Assistance Act).

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the Expanded Options Program and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning a post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision using an appeals process adopted by the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the Expanded Options Program. The student's education record shall indicate that the credits were earned at a post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition and fees and the costs of textbooks, equipment and materials.

A district may request a waiver from the Superintendent of Public Instruction if:

1. Compliance would adversely impact the finances of the district; or

2. The district offers dual credit technical preparation programs (i.e., two-plus-two programs, advanced placement or International Baccalaureate programs).

Student Reimbursement

Students are not eligible for any state student financial aid, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for a post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of a student participating in the Expanded Options Program shall be responsible for providing any required special education and related services to the student. "Related services" includes transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education and is consistent with Oregon administrative rules on special education. "Special education" means specifically designed instruction consistent with Oregon administrative rules to meet the unique needs of a student with a disability by adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum. If a

post-secondary institution intends to provide special education and related services to an Expanded Options Program participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parents and district agree otherwise;

2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;

3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and

4. Immediate notification to the district of any complaint made by the parents of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The Expanded Options Program does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.615 - 336.665
ORS Chapter 340

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).
Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2018).
Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018).
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

Alsea School District 7J

Code: IGBHE
Adopted:

Expanded Options Program**
(Version 2)

The Board is committed to providing additional educational options to eligible students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if the student:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;

2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;

3. Has developed an educational learning plan;

4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and

5. Is not an exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a student returning to high school after dropping out of school, of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;

2. Available transportation services;

3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;

4. The consequences of failing or not completing a post-secondary course;

5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; and

6. District timelines affecting student eligibility and duplicate course determinations.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of the intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or a student returning to high school after dropping out of school has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and

2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board or designee will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board or designee, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

PROPOSED

Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision to the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition and fees, textbooks, equipment and materials.

Waiver

A district may request an EOP waiver from the Superintendent of Public Instruction[1] if compliance with the EOP would adversely impact the finances of the district **or** if all conditions identified in ORS 340.083(1)(b)[2] exist.

PROPOSED

[1] Oregon Department of Education

[2] The district does all of the following:

1. Offers a dual credit program, a two-plus-two program, an advanced placement program, an International Baccalaureate program or any other accelerated college credit program;
2. Ensures that at-risk students who participate in the accelerated college credit programs are not required to make any payments for participation in the programs; and

Student Reimbursement

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend eligible post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student.

The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;

2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;

3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and

4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The EOP does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006, and is intended to provide access for public high school students to a post-secondary course, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

PROPOSED

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3. Has a process for participation in the programs that allows:
   a. All at-risk students who are eligible students to participate in the programs;
   b. At-risk students to earn the number of credit hours established by the State Board of Education by rule under ORS 340.080; or
   c. For an increasing number of at-risk students who are eligible students to participate in the programs each school year based on demand and appropriateness and as provided by a plan developed by the school district.

Legal Reference(s):

ORS 329.485
ORS 332.072
ORS 336.615 - 336.665
ORS Chapter 340

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).
Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2018).
Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018).
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

PROPOSED

Alsea School District 7J

Code: **IGBHE-AR(1)**
Revised/Reviewed: 2/10/16

Expanded Options Program Notification
(Version 1)
Annual Expanded Options Program Notification

(see updated version)
Alsea School District
301 3rd Street
Alsea, Oregon 97324

Phone: 541-487-4305

Date: _____

Student/Parent(s): _____

Address: _____

Dear _____,
(Student/Parent(s))

We are sending you this notice as required by law to notify you of potential opportunities under the Expanded Options Program (EOP). Your child may qualify as an eligible student participate in EOP if your child meets the criteria below and has not already completed course requirements for a high school diploma. If you are hosting a foreign exchange student, foreign exchange students are not permitted to participate in EOP.

Definitions

You may be permitted to participate if you are an eligible student applying to an eligible post-secondary institution for an eligible post-secondary course. An eligible student means a student enrolled in a public school and who is:

1. Is 16 years or older at the time of enrollment in a course under the EOP;

2. Is grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program;

3. Has developed an educational learning plan as described in this policy;

4. Has not successfully completed the requirements for a high school diploma; and

5. Is not a foreign exchange student.

An eligible post-secondary institution means:

1. A community college;

2. A state institution of higher education in the Oregon University System; and

3. The Oregon Health and Sciences University.

An eligible post-secondary course means:

1. Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree;

2. It includes academic and professional technical courses and distance education courses;

3. It does not include a duplicate course, which is defined as course with a scope that is identical to the scope of another course.

Purpose

The purpose of this program is to:

1. Create a seamless education system for students enrolled in grades 11 and 12 to:

   a. Have additional options to continue or complete their education;
   b. Earn concurrent high school and college credits; and
   c. Gain early entrance into post-secondary education.

2. Promote and support existing accelerated college credit programs, and support the development of new programs that are unique to a community's secondary and postsecondary relationships and resources;

3. Allow eligible students who participate in the EOP to enroll full-time or part-time in an eligible post-secondary institution;

4. Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the EOP;

5. To increase the number of at-risk students earning college credits or preparing to enroll in a post-secondary institution.

Graduation and Course Credit

Participating in EOP will not adversely affect your child's ability to graduate because credit received from successfully completing an eligible post-secondary course may be applied towards high school graduation requirements. If, however, your child does not receive a passing grade in the eligible post-secondary course, your student may not receive credit towards high school graduation. Failure to successfully

complete an eligible post-secondary course may affect your child's ability to remain in or re-enroll in EOP.

Selection

All eligible students may apply for EOP, but all eligible students who apply may not be accepted because of space limitations. Enrollment in EOP may be limited because of caps on total credit hours that will be awarded by the high school. Unless notified otherwise, the total number of credits awarded under EOP by each high school equals one-third of its enrollment in grades 9 through 12. (For example, if high school enrollment in grades 9-12 is 1,000 students, the high school may award no more than 330 credit hours for all students in EOP.) If qualified applications to EOP exceed space limitations, the district will establish a process that gives priority to at-risk students.

The definition of an at-risk student is a student who either qualifies for a free or reduced lunch program, or meets state or federal thresholds for poverty which entitles the student for services under certain provisions of the No Child Left Behind Act.

Enrollment and Participation

To be eligible Participation in EOP depends on your child's acceptance by an eligible post-secondary institution to take an eligible post-secondary course. Your student will not be eligible for state financial aid. Your child will have all costs paid for by the district in the same manner as if your child was attending the public high school. The district will pay for textbooks, fees, equipment or materials, and any other cost associated with enrollment. You will be responsible for providing transportation to the eligible post-secondary institution. The district and the eligible post-secondary institution may be able to arrange transportation services, although this service may not always be available, depending on circumstances. If your child receives special education services, the district will continue to provide special education services under an individualized education program (IEP).

Your child is expected to comply with the same behavior and attendance standards if the child was attending the public high school. Failure to successfully complete an eligible post-secondary course or make satisfactory progress in the course may result in no credit receive toward graduation, removal from EOP, disciplinary action or referral to law enforcement.

Your child may participate in EOP for no more than two years. After two years, your child is no longer eligible. If your child is in grade 12 when he or she first enrolls, she may participate no more than the equivalent of one academic year in EOP. If you are enrolled in high school full time and you are taking a post-secondary course, you will not be awarded credit for that course under EOP.

If your child intends to enroll in a course that is already offered by the district, i.e., a duplicate course, your child will not be eligible to participate in EOP. A duplicate course is one that is similar in content and scope to another course already offered by or through the district. Your child should consider district-provided, educational alternative programs that offer post-secondary level courses.

If you disagree with the district's assessment that a course is a duplicate course as determined by the district, you may appeal the decision under the procedures outlined below.

Contested Decisions/Appeal

If you disagree with the district's determination that a course is a duplicate course, you may appeal first to the superintendent. Your appeal must be in writing and contain at a minimum the following information: (1) name of student; (2) name of post-secondary course; (3) detailed description of post-secondary course; (4) name of duplicate course offered by high school; (5) detailed description of duplicate course offered by high school; and (6) reasons why you believe course is not a duplicate. You must initiate your appeal within 5 days of receiving notification that the post-secondary course is a duplicate. The superintendent will issue a written decision within 10 days.

If dissatisfied with the superintendent's decision, you may appeal next to the district board. Your appeal must be in writing. You must initiate your appeal within 10 days of receiving the superintendent's determination that the post-secondary course is a duplicate. The board will issue a written decision within 30 days.

If dissatisfied with the board's decision, you may appeal to the Superintendent of Public Instruction or designee after exhausting local procedures or after 45 days from filing a written complaint with the district, whichever occurs first. If you appeal to the Superintendent of Public Instruction or designee, you must comply with all requirements under OAR 581-022-1940.

Student Notification to District

If you have questions, please call the district office. Please respond to this notice before May 15 of your intent to enroll in an eligible post-secondary course during the following school year. If you decide to enroll in an eligible post-secondary course, we will schedule a meeting with your advisory support team to develop an educational learning plan that addresses you short- and long-term academic and career goals. Thank you for your cooperation.

Sincerely,

Superintendent

DELETE

Alsea School District 7J

Code: IGBHE-AR(1)
Revised/Reviewed:

Annual Expanded Options Program Notification
(Version 2)

Alsea School District
301 3rd Street
Alsea, Oregon 97324
Phone: 541-487-4305

Date: _____

Student/Parent(s) or Guardian(s): _____

Address: _____

Dear _____,
(Student/Parent(s))

This notice is required by law to notify you of potential opportunities under the Expanded Options Program (EOP) for your student. Your student may qualify as an eligible student to participate in the EOP for the following school year if your student meets the criteria below.

Your student may be permitted to participate if they are an eligible student applying to an eligible post-secondary institution for an eligible post-secondary course. An "eligible student" means a student enrolled in a public school and who:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;

2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;

3. Has developed an educational learning plan as described in Board policy IGBHE - Expanded Options Program;

4. Has not successfully completed the requirements for a high school diploma; and

5. Is not a foreign exchange student enrolled in a school under a cultural exchange program.

An "eligible post-secondary institution" means:

1. A community college;

2. A public university listed in ORS 352.002; and

3. The Oregon Health and Science University.

An "eligible post-secondary course" means any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree. It includes academic courses, career and technical education courses and distance education courses. It does not include a duplicate course, which is defined as "a course with a scope that is identical to the scope of another course".

Purpose

The purpose of this program is to:

1. Allow eligible students who participate in the EOP to enroll full-time or part-time in an eligible post-secondary institution; and

2. Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the EOP.

Graduation and Course Credit

Participating in the EOP will not adversely affect your student's ability to graduate because credit received from successfully completing an eligible post-secondary course may be applied toward high school graduation requirements. If, however, your student does not receive a passing grade in the eligible post-secondary course, your student may not receive credit toward high school graduation.

Selection

An eligible student may apply for the EOP, but an eligible student who applies may not be accepted because of space limitations. Enrollment in the EOP may be limited because of caps on total credit hours that will be awarded by the high school. Unless notified otherwise, the total number of credits awarded under the EOP by each high school equals one-third of its enrollment in grades 9 through 12. (For example, if high school enrollment in grades 9 through 12 is 1,000 students, the high school may award no more than 330 credit hours for all students in the EOP.) If qualified applications to the EOP exceed space limitations, the district will establish a process that gives priority to "at-risk students".

Enrollment and Participation

To be eligible, participation in the EOP depends on your student's acceptance by an eligible post-secondary institution to take an eligible post-secondary course. Your student will not be eligible for state financial aid. Your student will have all costs paid for by the district in the same manner as if your student was attending the public high school. The district will pay for textbooks, fees, equipment or materials and any other cost associated with enrollment. You will be responsible for providing transportation to the eligible post-secondary institution. The district and the eligible post-secondary institution may be able to arrange transportation services, although this service may not always be available, depending on circumstances. If your student receives special education services, the district will continue to provide special education services under an individualized education program (IEP).

Your student is expected to comply with the same behavior and attendance standards as if the student was attending the public high school. Failure to successfully complete an eligible post-secondary course or

make satisfactory progress in the course may result in no credit received toward graduation, removal from the EOP, disciplinary action or referral to law enforcement.

Your student may participate in the EOP for no more than two years. After two years, your student is no longer eligible. If your student is in grade 12 when they first enroll, your student may participate no more than the equivalent of one academic year in the EOP. If your student is enrolled in high school full-time and they are taking a post-secondary course, your student will not be awarded credit for that course under the EOP. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

If your student intends to enroll in a course that is already offered by the district, *i.e.*, a duplicate course, your student will not be eligible to participate in the EOP. You will be notified within 20 business days after the student has submitted the list of intended courses if a specific course is denied and is considered a duplicate course. A "duplicate course" is one with a scope that is identical to the scope of another course. Your child should consider district-provided, educational alternative programs that offer post-secondary level courses.

If you disagree with the district's assessment that a course is a duplicate course as determined by the district, you may appeal the decision under the procedures outlined below.

Contested Decisions/Appeal

If you disagree with the district's determination that a course is a duplicate course, you may appeal to the Board. Your appeal must be in writing and contain at a minimum the following information: (1) name of student; (2) name of post-secondary course; (3) detailed description of post-secondary course; (4) name of duplicate course offered by high school; (5) detailed description of duplicate course offered by high school; and (6) reasons why you believe course is not a duplicate. You must initiate your appeal within five days of receiving notification that the post-secondary course is a duplicate.

The Board will issue a written decision on the appeal within 30 business days of receipt of the appeal.

If dissatisfied with the Board's decision, you may appeal the decision to the Superintendent of Public Instruction or designee under Oregon Revised Statute (ORS) 340.030.

Student Notification to District

If you have questions, please call the district office. Please respond to this notice before May 15 if your student intends to enroll in an eligible post-secondary course during the following school year. If your student decides to enroll in an eligible post-secondary course, we will schedule a meeting with your advisory support team to develop an educational learning plan that addresses your student's short-term and long-term academic and career goals. Thank you for your cooperation.

Sincerely,

Superintendent or designee

Alsea School District 7J

Code: **IGBHE-AR(2)**
Revised/Reviewed: 2/10/16

Expanded Options Program Summary (District)

The Expanded Options Program (EOP)/advisory support team has determined that the post-secondary course is~~if~~ eligible for EOP credit.

Date: _____

Student: _____

Grade: _____

Currently or previously in EOP? ☐ Yes ☐ No

If yes, name of course _____

and institution _____

Parent/Guardian: _____

Address: _____

Phone (Day): _____ Phone (Eve): _____

Alternative Phone: _____ Email: _____

Application Information

Post-Secondary Institution: _____

Eligible? ☐ Yes ☐ No

Negotiated agreement with institution? ☐ Yes ☐ No

Post-Secondary course: _____

Duplicate course? ☐ Yes ☐ No

If yes, notification sent to student at address above? ☐ Yes ☐ No

If yes, student appeal? ☐ Yes ☐ No

Final decision: _____

Educational/Career Planning

Advisory support team members:

(Name)	(Title)
(Name)	(Title)
(Name)	(Title)
(Name)	(Title)
(Name)	(Title)

Meeting scheduled with student or parent or both? ☐ Yes ☐ No

If yes, date of schedule meeting is: _____

Follow-up meeting required? ☐ Yes ☐ No

If yes, dates of those meetings: _____

If no, date(s) when called or will call to schedule meeting: _____

Joint advisory support team and student goals (short- and long-term career and academic): _____

_____

_____

_____

_____

Action items: _____

_____

_____

Alsea School District 7J

Code: **IGBI**
Adopted: 2/10/16
Orig. Code: IGBI

English Language Learners Education

Students whose primary language is~~languages are languages~~ other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction and other educational activities.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

ORS 336.079 OAR 581-021-0046 OAR 581-022-2310

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018).

Alsea School District 7J

Code: **IGCA**
Adopted: 6/13/17
Orig. Code(s): IGCA

Post-Graduate Scholar Program*

(the questionnaire I sent indicates the district does not have this program. The policy is required only if the district does have this program)

The district will provide a Post-Graduate Scholar program for students in the district. A "post-graduate scholar" means a student who has:

1. Been ~~been~~ in grades 9 through 12 for more than a total of four school years; and

2. Satisfied ~~satisfied~~ the requirements for a high school diploma or modified diploma as provided by law. The

Post-Graduate Scholar program may allow qualified post-graduate scholars to:

1. Enroll ~~enroll~~ in courses at a community college that are part of an approved course of study in the post-graduate scholar program in the district, in order to gain a certificate or diploma;

2. Enroll ~~enroll~~ in the approved program courses of study for one school year after the post-graduate scholar has satisfied the requirements for a high school diploma or a modified diploma in the district; and

3. Have ~~have~~ the district pay the costs for such approved course of study, including tuition, fees and books.

Program Qualifications

A post-graduate scholar qualifies to participate in the program if the post-graduate scholar:

1. Has completed and submitted the Free Application for Federal Student Aid, if eligible to file the application;

2. Is not eligible for a grant under the Oregon Promise Program because of failure to earn the minimum cumulative grade point average, or submitted a complete application for a grant under the Oregon Promise program by the established deadline but did not receive a grant;

3. Is not eligible for a federal aid grant that is equal to or more than the average cost of tuition and fees at a community college, as determined by the U.S. Department of Education after Consultation with the Executive Director of the Office of Student Access and Completion; and

4. Retains a legal residence within the boundaries of the district through which the post-graduate scholar satisfied the requirements for a high school diploma or a modified diploma. ~~.~~

The district establishes the following additional requirements:

4. A minimum high school GPA of 2.00;

5. An 80 percent attendance at community college courses; and

6. Regular in-person meetings with district staff to monitor progress held at least twice each month.

Program Goals

The goals of the program include:

1. Increasing the high school graduation rate for underserved students to 80 percent; and

2. Increasing the percent of students from the district attending a ~~postsecondary~~ education institute.

The district will monitor program information at the end of each grading term and measure results at the end of each year. [These results will be presented to the Board.]

The district approves the following courses of study for the program:

1. [ ];

2. [ ];

[ ].

Other District Requirements

The district will entered into a written agreement with the community college that has a service area within which the district is located.

The district will provide dedicated staff to provide support services to post-graduate scholars, including regular in-person meetings to monitor student progress that occur at least twice each month.

The district will ensure that a majority of the students from the district who are enrolled in courses at a community college meet at least one of the following criteria:

1. Is not a post-graduate scholar;

2. Has received ~~a modified diploma,~~ an extended diploma or a General Educational Development (GED) certificate;

3. Was enrolled in an alternative high school program within the preceding 12 months;

4. Is, or will be, a first-generational graduate of high schools;

5. Is, or has been, a child in a foster home;

6. Is, or has been, placed in a facility or an education program by a court;

7. Is homeless;

8. Is a parent; or

9. Was identified as eligible for free or reduced price lunches within the preceding 12 months.

A district may receive or expend moneys distributed from the State School fund for post-graduate scholars who enroll in courses at a community college, only if the post-graduate scholars are enrolled in the courses as part of a program established under this section. The post-graduate scholar will not be required to accept or use any federal grant moneys to offset costs of tuition, fees or books incurred by the post-graduate scholar at the community college.

The district will provide transportation service in existing bus routes to post-graduate scholars, and is not required to alter existing bus routes to provide such transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006 - 327.133
ORS 329.451
ORS 332.405
ORS 339.250
OAR 581-021-0576 – 0579

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).

DELETE

Alsea School District 7J

Code: **IGD**
Adopted: 2/10/16
Orig. Code: IGD

Extracurricular Activities

~~Extracurricular activities are an integral part of school life and often require as much planning and supervision as academic subjects. All students, regardless of their ability levels, should be encouraged to take part in extracurricular activities. Care must be taken to ensure that these activities do not take precedence over subject matter areas, but remain in the position of supplementing the actual courses of study.~~

~~Representative student governments, student clubs and other activities are recognized as providing worthwhile learning experiences for many students. The formation of such organizations is authorized and encouraged insofar as they are established and conducted in a manner consistent with district policies and regulations, have staff sponsors and serve a stated purpose that complements district and school goals.~~ Cocurricular/Extracurricular activities will be organized, supervised activities conducted under the sponsorship of the district.

Cocurricular/Extracurricular activities are considered to be any activity such as, but not limited to, student government, contests, athletics and clubs. Participants in these activities will be subject to the basic rules pertaining to cocurricular/extracurricular activities and the district's student code of conduct.

These rules are to be followed and enforced by activity coaches or advisors. Offenses will be handled by district-approved procedures.

Students who represent the school in voluntary activities may be required to conform to dress and grooming standards approved by the superintendent and may be denied the opportunity to participate if those standards are not met.

Activity advisors or coaches who issue any additional rules for individual activities must obtain approval from the superintendent or designee prior to allowing participation.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 339.240
ORS 339.250
OAR 581-021-0050 to -0075

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Havercamp v. Unified Sch. Dist. No. 380, 689 F. Supp. 1055 (D. Kan. 1986)
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

Alsea School District 7J

Code: **IGDA**
Adopted: 4/13/16
Orig. Code: IGDA

Student Organizations

(Allows Limited Open Forum)

The district encourages curriculum-related student organizations. District staff will facilitate such organizations and district resources may be used to support them. The district may also support student organizations which are not directly curriculum-related.

The principal will develop general guidelines for student organizations. Among other provisions, such guidelines will require the assignment of at least one staff adviser~~faculty advisor~~ to each student organization.

Voluntary student-organized clubs which are not curriculum-related may meet on school premises during non-instructional~~noninstructional~~ time. If the content of such a club's meetings is religious in nature, school staff may attend only in a non-participatory~~nonparticipatory~~ manner. Staff may be assigned to attend such meetings for custodial purposes only, but will not be compelled to attend a meeting if the content of the speech at the meeting is contrary to that person's beliefs.

END OF POLICY

Legal Reference(s):

ORS 339.880
ORS 339.885
OAR 581-021-0050
OAR 581-021-0055

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).
Lamb's Chapel v. Center Moriches Unified Sch. Dist., 508 U.S. 384 (1993).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Alsea School District 7J

Code: **IGDA-AR**
Adopted: 4/13/16
Orig. Code: IGDA-AR

Student Organizations

All members of the school community including staff~~faculty~~, administrators and the Board are responsible for the activities that are conducted in the schools. It is important, therefore, to the orderly use of district~~school~~ facilities that the use of all space be approved and planned in advance. An attempt shall be made to present a balance of viewpoints.

Students may be permitted to hold meetings on district~~school~~ property before or after the regular student school day under the following conditions: ~~.~~

1. The meeting shall be scheduled in advance following Board policy KG - Community Use of District Facilities;

2. All meetings must be approved by the principal or designee;

3. The meeting may be sponsored by school officials, official school clubs or organizations and nonschool organizations.

In addition to the requirements of Board policy, the following restrictions shall apply:

1. Normal class activities shall not be interrupted;

2. The meeting shall not incite hazard to person or property;

3. No group which encourages or advocates the violation of federal laws, state laws or school rules~~laws~~ shall be granted use of district facilities;

4. No speaker who encourages or advocates breaking the law shall be invited to speak.

If a crowd is anticipated, a crowd control plan shall be filed in the building administration office two days in advance of the meeting for final approval.

Students may have the right to gather informally during the regular student school day provided they meet the following criteria:

1. Students gathered informally shall not disrupt the orderly operation of the educational process;

2. Students gathered informally shall not infringe upon the rights of others to pursue their activities.

Student organizations may be curriculum related or voluntary student -initiated clubs that are not curriculum related.
"Curriculum -related" student organizations must meet one of the following:

1. Group's subject matter is actually taught (or will soon be taught) in a regularly offered course;

2. Group's subject matter concerns the body of courses as a whole; or

3. Participation in the group is required for a particular course or results in academic credit.

"Voluntary student-initiated clubs" must:

1. Be voluntary and student-initiated;

2. Not be sponsored by the school, the government or its agents or employees;

3. Not materially and substantially interfere with the orderly conduct of educational activities within the school;

4. Not be directed, controlled, conducted or regularly attended by "nonschool" persons.

Definitions~~:~~

1. "Non-instructional~~"Noninstructional~~ time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends;

2. "Sponsorship" means an act of promoting, leading or participating in a meeting. The assignment of a teacher, administrator or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.

The Equal Access Act preserves the authority of the school, its agents and employees to maintain order and discipline on district~~school~~ premises, to protect the well -being of students and staff~~faculty,~~ and to assure that their attendance at meetings is voluntary.

Schools may prohibit meetings which would materially and substantially interfere with the orderly conduct of educational activities within the school.

In a "~~an "~~ limited open forum" situation, schools may not deny equal access of fair opportunity to, or discriminate against student -initiated clubs on the basis of religious, political, philosophical or other content of the speech at such meetings.

If the meetings are religious, the school may not influence the form of any religious activity.

Alsea School District 7J

Code: **IGDD**
Adopted: 4/13/16
Orig. Code: IGDD

Student Performances

Instructors are encouraged to arrange for individual students and groups to provide public performances when theysuch performances contribute to educational process objectives and when they do not interfere with other scheduled activities or classes within the school, as follows:

1. All performances involving students will be approved by the principal;

2. The extended use of one particular group will be discouraged;

3. Students participating in a performance will conduct themselves in accordance with the student conduct code adopted by the district;

4. Performances that are scheduled outside school hours are preferred. Performances during school hours should be limited to the class period during which the activity is usually taught to that particular student or students.

5. It is preferable performances be scheduled outside school hours.

Student groups may participate in school district activities and with groups in the community upon the approval of the principal. Proceeds given students for participating or performing will be placed in student accounts.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.107

OAR 581-021-0050
OAR 581-021-0055

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Alsea School District 7J

Code: **IGDF**
Adopted: 6/13/17
Orig. Code: IGDF

Student Fund-Raising Activities

All fund raising must be approved by the superintendent ~~or his/her designee~~ and supervised by the appropriate adviser.~~advisor.~~

A student or staff member may not solicit funds in the name of a school in the district or in the name of the district through the use of internet-based or crowd-funding types of fund raising, without the approval of the superintendent.

Fund-raising projects involving the sale of products must also be approved by the activity sponsor and by the superintendent before the activity is initiated. Solicitation of funds is expressly prohibited without the superintendent's consent.

If fund raising consists of selling food and beverage items to students during the regular or extended school day, the food and beverage items must comply with state and federal nutrition standards, rules and laws. This does not apply to food and beverage items sold at school-related or nonschool~~non-school~~-related events for which parents and other adults are a significant part of the audience.

END OF POLICY

Legal Reference(s):

ORS 336.423
ORS 339.880
OAR 137-025-0020 to -0530
OAR 581-022-2260(2)

Federal Smart Snacks in School Rules, 7 C.F.R. Part 210.11 (2017).

Alsea School District 7J

Code: **IGDG**
Adopted: 4/13/16
Orig. Code: IGDG

Student Activity Funds

Student activity funds shall be defined as those funds which include all moneys~~monies~~ raised or collected by and/or for school-approved student groups, excluding those moneys~~monies~~ budgeted in the general fund.

Student activity fund moneys~~monies~~ shall be collected and expended for the purpose of supporting the school's cocurricular/extracurricular activities program.

Cocurricular/Extracurricular activities are comprised of the group of school-sponsored activities, under the guidance or supervision of qualified adults, designed to provide opportunities for students to participate in such experiences on an individual basis, in small groups or in large groups ~~—~~ at school events, public events or combination of these ~~—~~ for motivation, enjoyment and/or improvement of skills.

The principal and~~/or~~ the person in charge of the student activities program~~deputy clerk~~ shall be responsible for administration of the building's student activity funds.

The student-treasurer of the school-recognized student government organization may serve as a representative of that organization in partial administration of the building's student activity funds.

All student activity funds will~~fund monies shall~~ be receipted and deposited according to district policy and acceptable accounting procedures. ~~into a checking account administered by the business office.~~

All ~~student~~ activity accounts will~~fund expenditures must~~ be audited~~approved by the principal and the person in charge of the student activities program~~.

All expenditures from the general account of student activity funds shall be expended to benefit the student body as a whole and must also be approved by the school-recognized student government organization and its adviser, if such organization exists.

All expenditures from a specific account of student activity funds related to other school-recognized student groups shall be expended to benefit the specific club or organization, and in so far as possible, to benefit those students currently in school who have contributed to the accumulation of those funds. Such expenditures must be approved by the members of that organization and their adviser~~staff adviser. All funds shall be left in the appropriate account and each sponsoring group (K-12) and shall retain the carryover funds for the next fiscal year. If an organization ceases to function or exist, the unexpended funds of the organization shall be credited to the student body account~~.

All student activity fund expenditures must be approved by the principal.

END OF POLICY

Legal Reference(s):

ORS 294.305 to -294.565 ☐ ORS 328.441 to -328.470 ☐ OAR 581-022-2260(2)

Alsea School District 7J

Code: **IGDJ**
Adopted: 5/13/21
Orig. Code: IGDJ

Interscholastic Activities

The Board recognizes the integral role interscholastic activities[1] play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events[2] shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization[3].~~of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship.~~ Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:

    a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
    b. Prohibit discrimination;
    c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
    d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis.

2. Maintains a transparent complaint process that:

    a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
    b. Responds to a complaint made within 48 hours of the complaint being received; and
    c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint.

[1] Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

[2] ~~This applies to only OSAA-sanctioned activities and events.~~

[3] Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{[4]}The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a high school equivalency program[5] that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the district, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district ~~and OSAA~~ eligibility requirements of participation and those of the associated voluntary organization. The principal or designee is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal or designee shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the~~OSAA~~ rules and regulations of the associated voluntary organization. The principal shall notify the superintendent or designee of conduct that violates the terms of this policy and report to the associated voluntary organization if~~OSAA as~~ required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization ~~OSAA~~ may be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the ~~OSAA~~ rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the ~~OSAA~~ rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

[4] {This policy content is required practice but is not required policy language.}

[5] "High school equivalency program" means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

Employees, volunteers, or students in violation of such policies, ~~OSAA~~ rules and/or regulations may be required to remunerate the district in the event ~~of~~ fines are assessed ~~by OSAA~~ as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 332.075(1)(e)
ORS 332.107
ORS 339.450 - 339.460

OAR 581-015-2255
OAR 581-021-0045 – 0049
OAR 581-022-2308(2)
OAR 581-026-0005

OAR 581-026-0700
OAR 581-026-0705
OAR 581-026-0710

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Alsea School District 7J

Code: **IGDJ-AR**
Revised/Reviewed: 4/13/16
Orig. Code: IGDJ-AR

Interscholastic Athletics

The district will staff coaching positions for volleyball, football, fall and winter cheerleading, girls basketball, boys basketball, wrestling, track and baseball based on student interest and availability of funding. Staffing needs and hiring of coaches will be carried out according to the following guidelines:

1. Determining Staffing Needs

   a. Projections:

   Participation projections will be based on current year's participation and anticipated changes for the following year. Each year the athletic director will submit coaching level recommendations to the superintendent by the budget deadline for the following year.

   b. Sign-up sheets:

   The athletic director will post sign-up sheets to determine interest in participation before the beginning of each sport season. The cutoff date for sign-ups will be no later than eight weeks before the first practice date. Fall sport sign-ups will be posted prior to the end of the previous school year.

2. Budgeting

   a. Head coaches:

   The following head coaching positions will be included in year's proposed athletic budget:

      (1) High school: football, volleyball, girls and boys basketball, wrestling, baseball and track;
      (2) Middle school: football, volleyball, boys and girls basketball, wrestling and track.

   b. Assistant coaches:

   Assistant coaching positions will be included in the proposed budget according to participation projections, anticipated changes and reasonable estimations of total assistant coaching positions.

3. Hiring of coaches:

   a. Spring

   Staffing levels will be determined subsequent to the approval of the following year's budget based on projected participation. When projections clearly indicate staffing needs, those positions will be filled as soon as practicable.

   b. Current year hiring:

When projections do not clearly indicate staffing needs, the athletic director will make staffing recommendations to the superintendent based on the pre-season sign-up sheets. These recommendations should be made eight weeks before the season begins or as soon as practicable.

c. Once the superintendent has approved filling coaching positions, the athletic director will post open positions and begin the hiring process according to district policy. Returning coaches may be recommended for rehire without opening the position.

Staffing Guidelines

To help ensure the safety of students/athletes and the growth and development of athletic teams and participants, the following guidelines are established to assist in determining staffing levels for athletic programs.

1. Head coaches: (Head coaches are defined as the varsity coach of a high school sport:

   a. Minimum number of participants:

      (1) Football: 10 participants;
      (2) Volleyball: 8 participants
      (3) Girls or Boys Basketball: 7 participants;
      (4) Wrestling: 5 participants;
      (5) Baseball: 11 participants;
      (6) Track (co-ed): 5 participants.

2. Assistant Coaches (high school):

   a. Minimum number of participants:

      (1) Football: 12 (add assistant coach);
      (2) Volleyball: 13 (add junior varsity coach);
      (3) Girls or boys basketball: 13 (add junior varsity coach);
      (4) Wrestling: 15 (add assistant coach);
      (5) Baseball: 15 (add junior varsity coach);
      (6) Track: 12 (add assistant coach).

3. Assistant coaches (middle school head coach):

   a. Minimum number of participants:

      (1) Football: 10 participants;
      (2) Volleyball: 8 participants:
      (3) Girls or boys basketball: 7 participants;
      (4) Wrestling: 5 participants;
      (5) Baseball: 11 participants;
      (6) Track (co-ed): 5 participants.

4. Advisor Positions

   a. Minimum number of participants:

(1) Cheerleading: 3 participants.

Appeal Procedure:

1. Any interested party may appeal in writing for the addition of a coaching position to any sport at any level.

2. The athletic director will accept all appeal and discuss the merits of the appeal with the superintendent.

3. The superintendent will bring all appeals to the Board for consideration.

Alsea School District 7J

Code: **IGDK**
Adopted: 4/13/16
Orig. Code: IGDK

Non-School-Sponsored Study and Athletic Tours/Trips/Competitions

The district does not sponsor, endorse or financially contribute to the variety of outside-sponsored study and athletic tours/trips/competitions available to students.

The district does not recruit for, or have input into, the selection of programs, many of which are not open to all students. Such tours, trips and competitions are under the sole guidance~~auspice~~ and control of the sponsoring organizations/groups.

Students who raise funds for their personal participation in such activities may not raise moneys~~monies~~ for such travel as a representative of the school. The district or individual school name may not be used unless the communication clearly identifies the sponsor as a group other than the school. Students may not use school supplies, materials or facilities in conjunction with such trips or their related fund raising.

Staff members are prohibited from using their contact with students to advertise or recruit for summer or other holiday travel which involves their supervision of students. Staff~~School staff~~ will not advise parents regarding selection of such trips or tours for their children~~youngsters~~. The counseling center may contain pamphlets which will assist parents who have questions about selection of such a tour.

Parents are advised to consider carefully the activities that are available to their children.~~sons and daughters.~~ Parents have an obligation to ensure that patrons of the district do not assume such activities are school sponsored or funded.

END OF POLICY

Legal Reference(s):

ORS 244.040
ORS 332.107
ORS 339.880
OAR 581-021-0045

Davidson v. Or. Gov't Ethics Comm'n, 300 Or. 415 (1985).

Alsea School District 7J

Code: **IHGA**
Adopted: 4/13/16
Orig. Code: IHGA

Alternative Instructional Programs

(OSBA has removed this policy from its samples)
In addition to the regular curriculum and courses offered, it is possible for students to obtain credit from the following activities:

1. Attendance at a community college;
2. Correspondence courses;
3. Challenge tests;
4. Independent study;
5. Others approved by Board.

END OF POLICY

Legal Reference(s):

ORS 329.860
ORS 332.072
ORS 336.175
ORS 336.615 to -336.665
ORS 336.800
ORS 339.141 to -339.147
ORS Chapter 340
OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071
OAR 581-022-1130
OAR 581-022-1350
OAR 581-023-0006
OAR 581-023-0008

Alsea School District 7J

Code: **IHGA-AR**
Adopted: 4/13/16
Orig. Code: IHGA-AR

Academic Review Committee

Function

The academic review committee shall be responsible for responding to student petitions regarding diploma options, physical education credit for varsity sports participation, release from school to enroll in college classes, work experiences or other valid learning opportunities, and the granting of credit for alternative learning experiences.

The academic review committee shall submit to the Board all recommendations for approval of graduation requirements, including accepting alternatives to required courses (i.e., sports for physical education)

Composition

The academic review committee shall be composed of the high school counselor, (who shall serve as the committee chair), the high school principal, the student who is petitioning the committee and his or her parent/guardian.

Appeals Process

If a student wishes to appeal a decision rendered by the academic review committee, he or she would submit a written appeal to the superintendent. If the student is not satisfied with the superintendent's decision, he or she may then submit a written appeal to the Board. The Board's decision shall be final.

Foreign Exchanges

If a student will be leaving on a foreign exchange program he or she shall meet with the academic review committee during the previous semester in order to develop an academic plan by which to meet graduation requirements.

Alsea School District 7J

Code: **IIA**
Adopted: 4/13/16
Orig. Code: II/IIA

Instructional Resources/Instructional Materials

(Version 1)

(see updated version)

The Board is responsible for the selection of instructional materials. The Board delegates to district professional personnel the authority for the selection of instructional and library media materials in accordance with the policy below.

Selection Objectives

When reviewing and selecting instructional materials, the objectives will be:

1. To select materials that will provide improvements in content, organization and teaching methods;

2. To ensure accurate and up-to-date content that includes new concepts, insights and facts;

3. To provide for sequential growth from level to level;

4. To provide a fair representation of the many religious, ethnic and cultural groups and their contributions to our American heritage;

5. To provide recognition of minority groups and women by placing them frequently in positions of leadership and example. There will be no discrimination or bias or prejudice toward sex, sexual orientation, race, religion, national origin, marital status, disability or age.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

Textbooks and other instructional materials adopted by the Board shall be selected by the appropriate professional personnel in consultation with parents and citizens. The input of staff and students will be encouraged. Final decisions on purchase will rest with the superintendent or designee, subject to official adoption by the Board in the case of textbooks and other instructional materials.

Selection Criteria

All materials selected will be consistent with the following principles:

1. Materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;

2. Materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

3. A background of information which will enable students to make intelligent judgments in their daily lives;

4. Materials on opposing sides of controversial issues, so that young citizens may develop, under guidance, the practice of analytical reading and thinking;

5. Materials representative of the many religious, ethnic and cultural groups, showing their contributions to our heritage.

The above principles will serve as a guide in the selection of all instructional and library media materials.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

Any resident or employee may challenge the appropriateness of the district's instructional materials. The district will provide a procedure to process such challenges.

END OF POLICY

Legal Reference(s):

ORS 336.035
ORS 336.840
ORS 337.120
ORS 337.141
ORS 337.150
ORS 337.260
ORS 337.511
ORS 339.155

OAR 581-011-0050 - 0117
OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2310
OAR 581-022-2340
OAR 581-022-2350
OAR 581-022-2355

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
House Bill 3041 (2021).

Alsea School District 7J

Code: IIA
Adopted:

Instructional Resources/Instructional Materials
(Version 2)

The Board believes that proper care and judgment should be exercised in selecting basic instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and basic instructional materials will be reviewed on a seven-year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional resources and materials will be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents, students and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library/ media resources will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents. Recommended supplementary materials and library/media resources will also be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide for ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

PROPOSED

Legal Reference(s):

ORS 336.035 ORS 336.840 ORS 337.120

ORS 337.141
ORS 337.150
ORS 337.260
ORS 337.511
ORS 339.155

OAR 581-011-0050 - 0117
OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2310

OAR 581-022-2340
OAR 581-022-2350
OAR 581-022-2355

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
House Bill 3041 (2021).

PROPOSED

Alsea School District 7J

Code: IIA-AR(1)
Revised/Reviewed:

Instructional Materials/Program Adoption Procedure

1. Prior to an adoption study, teachers, administrators, parents, citizens and students may suggest materials they feel should be considered for adoption. Their specific suggestions or recommendations should be submitted to the curriculum coordinator/curriculum administrator of the content area to be reviewed.

2. The curriculum coordinator/curriculum administrator will compile and present all suggestions listed in Step 1 to the review committee. The review committee will be comprised of the curriculum committee and at least two parents selected by the curriculum coordinator/curriculum administrator to represent elementary and secondary levels.

3. In order to inform constituents of the review process, an announcement will be made at a regular Board meeting, a press release will be written and parents will be notified at each building within one month of the committee's first meeting.

4. The committee will conduct a preliminary study of materials suitable for basic adoption. Publishers and curriculum consultants may be invited to participate in the study. Material under consideration for adoption by the committee will be available for review by district constituents upon request. An evaluation/rating instrument will be employed for all program/instructional materials considerations. The committee will decide whether to first initiate a pilot or trial use of a particular series or text or to proceed directly with an adoption. Any trial use or pilot should be coordinated and compatible with the proposed revisions in the curriculum guide. The proposed pilot or trial use must have approval of the principal and the teachers involved.

5. After a trial use in the classroom and/or committee review, the committee will release results of its evaluation on the programs/instructional materials studied to the cabinet. Specific recommendations will be prepared and forwarded to the cabinet. The committee must show evidence of having used an evaluation or instrument to ensure conformity with curriculum program goals.

6. The cabinet will review the recommended adoption and ensure that:

   a. Appropriate procedures have been complied with;
   b. Compatibility exists with other texts or skills presented at the same grade level in other curriculum areas;
   c. The cost is within budgeted amounts.

   The cabinet may forward a recommendation to the superintendent either accepting the adoption proposal or referring it back to the committee for revision or further study.

7. The superintendent will decide after reviewing the recommendation to either send the proposal back to the committee for further review or to forward it to the Board for approval.

8. The Board may rule on the adoption recommendation or direct the superintendent to further action as it deems appropriate or conducive to reach established goals and objectives.

PROPOSED

9. It is the principal's responsibility to implement and maintain the district-adopted instructional materials/programs. Exceptions to the district-adopted instructional materials/programs could occur only after following the procedure defined below:

   a. If a teacher has a concern regarding the effectiveness/appropriateness of the program adoption in the teacher's assignment area, the teacher may submit that concern in writing to the administrator. If the administrator shares that concern, the administrator may refer the concern to the superintendent. The superintendent will refer the concern to the curriculum administrator/coordinator for a recommendation. The superintendent will issue a decision on the concern after receiving the recommendation;
   b. If an administrator has a concern regarding the effectiveness/appropriateness of the program adoption, or if the administrator would like to field test/pilot a specific program, the concern or the request to pilot/field test must be submitted to the superintendent for a decision. Should any pilot or field test justify continuation beyond a single school year, the continued use requires the superintendent's approval.

PROPOSED

Alsea School District 7J

Code: IIA-AR(2)
Revised/Reviewed:

Challenge of Instructional Materials

1. Inquiries

   a. Any inquiry made to an administrator regarding instructional material by any person(s) shall be made known to the staff member(s) using the material. The staff member(s) shall be made aware of the person(s) making the inquiry.
   b. The administrator shall then arrange for the person(s) making the inquiry to meet with the staff member(s) using the material in an effort to resolve the issue informally.
   c. The administrator shall inform the person(s) making the inquiry that if they are not satisfied with the outcome of the informal process, they may file a formal written challenge.

2. Challenges

   a. All formal challenges shall be in writing and must be submitted to the superintendent.
   b. Upon receipt of a written challenge, the superintendent shall, within 10 school days, appoint the review committee and provide a copy of the written challenge to the staff member(s) involved.
   c. The review committee shall consider the challenge within 10 school days of the committee's appointment by the superintendent.
   d. The review committee, once appointed, shall recommend to the superintendent whether or not the challenged material should be withdrawn from use during the review process. The superintendent may withdraw challenged material following receipt of the recommendation from the review committee until final resolution is reached by the Board.
   e. Following a review of the challenged material, the review committee shall submit its report and recommendation to the superintendent for presentation to the Board. Copies of the recommendation shall be provided to the person(s) filing the challenge and to the staff member(s) involved.
   f. The Board shall announce its decision at the next Board meeting following receipt of the committee's recommendation. If the Board's decision is contrary to the recommendation of the review committee, the reasons will be communicated, in writing, to the review committee.

3. Procedures to be followed by the review committee:

   a. Review "Challenge of Instructional Material" administrative regulation;
   b. Establish a calendar for the review of the challenged material;
   c. Review the challenged material considering the theme, concept, vocabulary, and illustrations as they apply to:

      (1) The appropriateness of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
      (2) The appropriateness of the material's level of difficulty; and
      (3) The appropriateness of the material for the age group(s) with which it was used.

PROPOSED

d. Request that the staff member(s) involved submit a written explanation of their use of the challenged material, specifically addressing its relationship to the established curriculum and course objectives;

e. An opportunity will be provided to person(s) filing the challenge, staff member(s) involved, outside consultants, lay people, other staff members or other individuals to offer oral or written testimony on the challenge within such procedures and limitations as may be established by the chair with the consensus of the committee;

f. Review and discuss possible options for recommendation, including:

(1) Continued use of the material as used, with no reservations;
(2) Restricted or modified use of the material in terms of subject area, grade level, etc.;
(3) No further use of the material as a part of the regular or support curriculum in the district.

g. Procedures for voting:

(1) A quorum (one-half the committee membership plus one) shall be present to act upon any business to come before the committee;
(2) All motions and votes shall be recorded and reported in the minutes of the meeting(s);
(3) Votes will be recorded from only the members present at the time of the vote;
(4) A simple majority of those present is required for a motion to pass;
(5) Roll call votes may be taken.

h. Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action shall be taken on that motion and any subsequent motions within the procedures outlined in section 3.g. above and consistent with parliamentary procedure;

i. All meetings of the review committee are subject to the Public Records and Meetings Law pursuant to Oregon Revised Statute (ORS) 192.610 to 192.690.

PROPOSED

Alsea School District 7J

Code: IIA-AR(3)
Revised/Reviewed:

Challenge Request for Instructional Materials

(Submit to superintendent)

Title: _____ Publisher: _____ Date of Pub.: _____

Author _____

Type of media: □ Hardcover □ Paperback □ Digital □ Other: _____

Producer/Source (if known): _____

Request initiated by: _____ Phone _____

Address _____ City _____ Zip _____

Person making the request represents: □ Self □ Group or organization

Name of Group (or organization): _____

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

   _____

   _____

2. In your opinion, what are the harmful effects upon students that might result from the use of this item?

   _____

   _____

3. Do you perceive any instructional value in the use of this item?

   _____

   _____

4. Did you review the entire item? ☐ Yes ☐ No

5. If not, what sections did you review? _____

   _____

6. Should the opinion of any additional experts in the field be considered? ☐ Yes ☐ No

7. Please list suggestions, if any: _____

8. What would you like the school to do about this material?

- ☐ Do not use it with my student.
- ☐ Withdraw it from use.
- ☐ Send it back to the selector or selectors for evaluation.
- ☐ Other _____.

9. In place of this item, would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

_____

_____

10. Do you wish to make an oral presentation to the Review Committee? ☐ Yes ☐ No

If yes, please call the superintendent's office at [_____].

_____ _____

Signature Date

References:

PROPOSED

Alsea School District 7J

Code: **IIA-AR**
Adopted: 4/13/16
Orig. Code: IIA-AR

Instructional Materials/Program Adoption Procedure

Section I - Selection

The director of curriculum and instruction will see that each subject area specialist appoints a committee with a representative from each grade level and each building to serve as a instructional materials selection committee. The committee will review all new instructional materials of their subject and in consideration of input from teachers of all grade levels, parents and citizens, will recommend the titles for district adoption.

The director of curriculum and instruction may conduct in-service meetings for employees to explain the materials and answer questions. In-service may consist of techniques such as:

1. Staff meetings at individual schools;
2. Resource teacher meetings;
3. Summer school demonstration class;
4. Available materials may be left at the school as long as time permits and until all those concerned have had an opportunity to review.

The teaching staff and principal of each school will review and select the instructional materials and quantities needed to fulfill the needs of the students. Each principal will submit to the superintendent a written request for the selected materials.

The principals and director of curriculum and instruction will meet and review each school's selection of instructional materials.

The requests for each school are consolidated by the superintendent into a district composite requisition.

Instructional materials are adopted for a period of not less than two years nor more than five years after the date of first use.

A yearly October report of all basic instructional materials adopted by the district is submitted to the superintendent by the director of curriculum and instruction. The report contains:

1. A list of course and/or curriculum areas;
2. Title of the instructional materials adopted for each course and/or area;
3. Grade(s) in which the materials are used;

4. Name of publisher and/or author;

5. Copyright date;

6. Year the material was first adopted by the district.

DELETE

Section II - Recommendation for Adoption

Title_____

Author_____

Publisher_____

Date of Copyright_____

(Check one) ☐ Basic Text ☐ Supplemental Text ☐ Paperback

Reason for Recommendation_____

_____

_____

_____

_____

_____

Date _____ Head of Department_____

Other Comments:_____

_____

_____

_____

Date approved by superintendent_____

Signature of superintendent_____

Alsea School District 7J

Code: **IIABB**
Adopted: 4/13/16
Orig. Code: IIABB

Use of Feature Films/Videos**

(Version 1)

(see recommended version)

The Board recognizes that the showing of commercially produced and rated feature films and videos has a legitimate purpose in a school's educational program. However, since the content of these feature films customarily is designed for general audience viewing, the Board feels certain precautions should be taken to ensure the showing of a particular film is consistent with the educational goals espoused by the district. Generally, only films rated G, PG or PG-13 may be shown as part of the school program. However, it is also recognized that occasionally an R-rated film may extend or enrich the curriculum. An example is the film **Schindler's List**. In these instances, a administrator will evaluate the film for its relevance and educational value. This may involve discussing the film with the instructor and possibly previewing it. The administrator's decision will be final. The showing of these films is restricted to upper secondary (sophomore-senior) classes.

Films/Videos provided by the Linn-Benton-Lincoln Education Service District are not subject to this policy or the related administrative regulation. Staff using these resources are expected to preview the material to ensure content is consistent with course requirements.

No student shall be penalized for not participating in the viewing of film/video shown as part of a class when his/her parent has requested he/she be excused.

The Board directs administrative procedures be developed to allow the educational use of commercial films rated other than G when:

1. A administrator has approved the use;

2. Provision is made for parent preview when practicable;

3. Prior written parent consent is received.

END OF POLICY

Legal Reference(s):

ORS 332.107

Alsea School District 7J

Code: IIABB
Adopted:

Use of Feature Films, Videos, or Other Media**
(Version 2)

The Board recognizes the showing of commercially produced and rated feature films and videos may have a legitimate purpose in a school's educational program. Since the content of these feature films or videos customarily is designed for general audience viewing, the Board feels certain precautions should be taken to ensure the showing of particular films or videos is consistent with the educational values espoused by the district.

All copyright laws must be followed.

Only films rated G, PG, PG-13 or other non-rated media may be shown as part of the school program directly tied to district approved curriculum. The Board directs administrative regulations be developed to accomplish this objective, including the provision that parents or guardians have the opportunity to preview a film when practicably possible and that parents or guardians must give prior consent before their student views a film rated PG or PG-13.

Any media materials that are not rated are subject to the approval of the administrator prior to viewing.

END OF POLICY

Legal Reference(s):

ORS 332.107

PROPOSED

Alsea School District 7J

Code: **IIABB-AR**
Adopted: 4/13/16
Orig. Code: IIABB-AR

D

Use of Feature Films/Videos in the School**

(Version 1)

(see recommended version)

Commercial feature films/videos rated G, PG or PG-13 may be shown as part of the school instructional program. Moreover, a parent shall be afforded the opportunity to preview a film/video whenever practicable. Prior parental consent will be required for student viewing of any film/video rated other than G. Edited or unrated films will be shown only with the approval of the administrator. If there is any question regarding the content of a film/video, the staff member shall consult with the building administrator.

L

It is emphasized that the showing of a film/video must have educational purpose and value. Instructors will be required to show a connection to the curriculum/benchmarks. Moreover, prior to showing a film/video, it is expected that appropriate communication has occurred between the instructor and the parents (what will be viewed, when it will be viewed, how it relates to the curriculum and parent options).

L

Prior to showing a PG or PG-13 feature film/video in class, the instructor must have the approval of the administrator. At least five working days prior to the showing, the instructor shall submit to the administrator a completed Film/Video Viewing Request Form which will address the following:

1. Title and synopsis;
2. Educational purpose;
3. How it meets course objectives;
4. Proposed date of showing;
5. When and how parents will be notified, or if necessary parental consent;
6. Audience rating (PG, PG-13, R);
7. The instructor has previewed the film in its entirety.

E

T

Feature films/videos rated other than G will also require parent consent before the film is viewed by the student(s).

Occasionally, there may be an R-rated film that extends or enriches the curriculum in a manner not possible through traditional instruction. In these instances, the instructor is required to submit to the administrator the information requested above 15 workdays prior to the showing of the film/video. The showing of R-rated films/videos will be restricted to upper secondary classes (sophomore-senior) and always require a letter of explanation to parents and have their prior consent.

E

Students who do not secure the required permission will be provided an alternative, related assignment. The administrator's decision will be final.

FILM/VIDEO VIEWING REQUEST FORM

Date of Application:_____

Instructor:_____ Class:_____

Title of film/video:_____

Film/Video Rating ☐ PG ☐ PG-13 ☐ R ☐ Unrated

Synopsis:_____

_____

_____

_____

_____

Educational Purpose:_____

_____

_____

_____

Proposed date(s) of showing: _____

Attached copy of parent notification-consent letter

Building Administrator: Date:_____

Request: ☐ Approved ☐ Disapproved

_____

Building administrator signature

Alsea School District 7J

Code: IIABB-AR
Revised/Reviewed:

Use of Feature Films, Videos or Other Media

Prior to showing a feature films and videos or other non-rated media in a school, the instructor must seek the written approval of the principal. At least five days prior to the showing, the instructor shall submit to the principal (in writing) the following information on the particular films, videos or other media:

1. Title and brief description;

2. Purpose for the showing;

3. Match with course objectives;

4. Proposed date of showing;

5. When and how parents or guardians will be notified, or if necessary, grant consent;

6. Audience rating G, PG or PG-13.

The showing of all feature films, videos with a G rating requires only prior notice to parents or guardians from the instructor, who will summarize in writing the information in the above points 1., 2., 4. and 6.

Additionally, feature films or videos with a PG or PG-13 rating, or other non-rated media, will require consent from parents or guardians before a student views the film, video or other non-rated media.

Instructors are required to preview all films, videos or other non-rated media before showing to students.

Only films or videos rated G, PG, PG-13 or other approved non-rated media may be shown as part of the school program. Parents or guardians may have the opportunity to preview films, videos or other non-rated media when practicably possible and that parents or guardians must give prior consent before their student views a film rated PG, PG-13 or other non-rated media.

Edited or non-rated films or videos will be shown at the discretion of the administrator.

The notification to parents or guardians for the showing of G movies at the secondary level will be at the discretion of the administrator.

PROPOSED

Alsea School District 7J

Code: **IIAD**
Adopted: 4/13/16
Orig. Code: IIAD

Special Interest Materials

In general, supplementary printed materials from nonschool sources should have the approval of the superintendent or designee before being used in the schools. This approval may be given to materials that are of obvious educational quality, supplement and enrich text and reference book materials for definite school courses and are timely.

Printed materials from nonschool sources should not be displayed or distributed in the schools or on the school grounds without approval of the superintendent or designee. Students may not be used as agents for distributing nonschool materials to the homes without the superintendent's approval.

Teachers may use special aids such as models, films, slides, pictures, charts and exhibits for educational purposes with the express approval of the superintendent/principal even though these materials may bear the name of a commercial business firm that provided the aid.

Educational films and all video rentals secured from or through commercial sources will be approved by the principal prior to their use in the schools.

All copyright laws regulating the use of such material will be strictly followed.

END OF POLICY

Legal Reference(s):

ORS 332.072 ORS 339.880

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

Alsea School District 7J

Code: **IIBGA**
Adopted: 12/09/21
Orig. Code(s): IIBGA

Electronic Communications System

The district's electronic communications~~communication~~ system will be used to provide statewide, national and global communications opportunities for staff and students and for the advancement and promotion of teaching and learning.

The superintendent will establish administrative regulations for the use of the district's electronic communications~~communication~~ system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;

2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;

3. Monitoring the online activities of minors;

4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;

5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communication;

6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;

7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and

8. Installing measures designed to restrict minors' access to materials harmful to minors.

Administrative regulations developed shall ensure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA).

Administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission, copyright law, and will include a complaint procedure for reporting violations.

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications system may result in the suspension and/or revocation of system access. Additionally, student violations may result in discipline up to and including expulsion. Staff violations may result in

discipline up to and including dismissal. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

ORS 167.060 - 167.100
ORS Chapter 192
ORS 260.432
ORS 332.107
ORS 339.250
ORS 339.270
OAR 581-021-0050
OAR 581-021-0055
OAR 584-020-0040
OAR 584-020-0041

Children's Internet Protection Act, 47 U.S.C.§§ 254(h) and (l) (2018); 47 C.F.R. Section 54.520 (2019).
Copyrights, 17, U.S.C. §§ 101-1332 (2018); 19 C.F.R. Part 133 (2020).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C.§§ 7101-7117 (2018).
Drug-Free Workplace Act of 1988, 41 U.S.C.§§ 8101-8107 (2018); 34 C.F.R. Part 84, Subpart F (2020).
Controlled Substances Act, 21 U.S.C.§ 812, Schedules I through V (2018); 21 C.F.R. §§ 1308.11-1308.15 (2020).
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).
Family Educational Rights and Privacy Act, 20 U.S.C.§ 1232g (2018); 34 C.F.R. Part 99 (2020).
Every Student Succeeds Act, 20 U.S.C. § 7131 (2018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Alsea School District 7J

Code: **IIBGA-AR**
Revised/Reviewed: 12/09/21
Orig. Code(s): IIGBA-AR

Electronic Communications System

Definitions

1. "Technology protection measure," as defined by the Children's Internet Protection Act (CIPA), means a specific technology that blocks or filters Internet access to visual depictions that are:

   a. "Obscene," has the meaning given such term in Section 1460 of Title 18, United States Code;
   b. "Child pornography," has the meaning given such term in Section 2256 of Title 18, United States Code; or
      Harmful to minors.

2. "Harmful to minors," as defined by CIPA, means any picture, image, graphic image file or other visual depiction that:

   a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
   b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
   c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.

3. "Sexual act and sexual contact," as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.

4. "Minor," as defined by CIPA, means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.

5. "Inappropriate matter," as defined by the district, means material that is inconsistent with general public education purposes and the district's vision, mission and goals, as determined by the district.

6. "District proprietary information" is defined by the district as any information created, produced or collected by district staff for the business or education purposes of the district including but not limited to student information, staff information, parent or patron information, curriculum, forms and like items used to conduct the district's business.

7. "District software" is defined by the district as any commercial or staff developed software acquired using district resources.

General District Responsibilities

The district will:

1. Designate staff as necessary to ensure coordination and maintenance of the district's electronic communications system which includes all district computers, e-mail and Internet access;

2. Provide staff training in the appropriate use of the district's electronic communications system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users;

3. Provide a system for ~~obtaining~~ authorizing staff use of personal electronic devices to download ~~prior written agreement from staff for the recovery of~~ or access district proprietary information that ensures~~ensure~~ the protections of said information in accordance with board policy. The district will provide a system for obtaining prior written agreement from staff for the recovery of district proprietary~~propriety~~ information downloaded to staff personal electronic devices as necessary to accomplish district purposes, obligations~~obligation~~ or duties, and when the use of the personal electronic device is no longer authorized, to ensure verification that information downloaded has been properly removed from the personal electronic device~~devices~~; (See Staff User Agreement.)

4. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's electronic communications system;

5. Use only properly licensed software, audio or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements;

6. Install and use server virus detection and removal software;

7. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to the use of computers by minors, harmful to minors. A supervisor or other individual authorized by the principal may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate;

8. Prohibit access by minors to inappropriate matter on the Internet and World Wide Web;

9. Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including "hacking" and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, social media, chat rooms, applications and other forms of direct electronic communication;

10. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media, websites, applications, and in chat rooms;

11. Determine which users and sites, ~~are~~ accessible as part of the district's electronic communications system, are most applicable to the curricular needs of the district, and may restrict user access accordingly;

12. Determine which users will be provided access to the district's electronic communications system;

13. Program its computers to display a message reinforcing key elements of the district's electronic communications system policy and administrative regulation when accessed for use;

14. Notify appropriate system users that:

    a. The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, the school administrators may routinely review user files and communications;
    b. Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system;
    c. The district may establish a retention schedule for the removal of e-mail;
    d. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction;
    e. Information and data entered or stored on the district's computers and e-mail system may be subject to disclosure if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district;
    f. The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the supervising teacher, system coordinator, stating the need for the increase;
    g. Passwords used on the districts electronic communications system will be changed at 90-day intervals;
    h. Transmission of any communications or materials related to activities prohibited by ORS 260.432 is not allowed.

15. Ensure all student, staff and nonschool~~non-school~~ system users complete and sign an agreement to abide by the district's electronic communications system policy and administrative regulations. All such agreements will be maintained on file in the school office;

16. Notify users of known copyright infringing activities and deny access to or remove the material.

Electronic Communications System Access

1. Access to the district's electronic communications system is authorized to:

   Board members, district employees and students in grades K-12, with parent approval and when under the direct supervision of staff, and district volunteers, district contractors or other members of the public as authorized by the system coordinator or district administrators consistent with the district's policy governing use of district equipment and materials.

2. Students may be permitted to use the district's electronic communications system, when consistent with board policy and administrative regulations, for school and instructional related activities. Personal use of district-owned computers or devices including Internet and e-mail access is permitted when consistent with board policy and administrative regulations and when during the school day.

3. Staff and Board members may be permitted to use the district's electronic communications system to conduct business related to the management or instructional needs of the district or to conduct research related to education and when in compliance with Board policy and administrative regulations. Personal use of the district's system or district-owned computers or devices including Internet and e-mail access by district staff may be permitted when consistent with Oregon ethics laws, Board policy and administrative regulations when used on school property and when on own time. Personal use of the district's system or district-owned computers or devices including Internet and e-mail access by Board members is prohibited.

4. District staff and Board members may use the district's electronic communications system, district-owned computers or devices including Internet and e-mail access for personal use under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

5. Volunteers, district contractors and other members of the public may be permitted to use the district's electronic communications system for personal use when consistent with Board policy, general use prohibitions and guidelines/etiquette and other applicable provisions of this administrative regulation.

General Use Prohibitions and Guidelines/Etiquette

Operation of the district's electronic communications system relies upon the proper conduct and appropriate use of system users. Students, staff and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical and efficient use of the district's system.

1. General Use Prohibitions

   The following conduct is strictly prohibited:

   a. Attempts to use the district's electronic communications system for:

      (1) Unauthorized solicitation of funds;
      (2) Distribution of chain letters;
      (3) Unauthorized sale or purchase of merchandise and services;
      (4) Collection of signatures;
      (5) Membership drives;
      (6) Transmission of any materials regarding political campaigns.

   b. Attempts to upload, download, use, reproduce or distribute information, data, software or file share music, videos or other materials on the district's system in violation of copyright law or applicable provisions of use or license agreements;

c. Attempts to degrade, disrupt or vandalize the district's equipment, software, materials or data or those of any other user of the district's system or any of the agencies or other networks connected to the district's system;
d. Attempts to evade, change or exceed resource quotas or data usage quotas;
e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes, but not limited to, material which may be interpreted as:

(1) Harmful to minors;
(2) Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;
(3) A product or service not permitted to minors by law;
(4) Harassment, intimidation, bullying, menacing, threatening, or a bias incident;
(5) Constitutes insulting or fighting words, the very expression of which injures or harasses others, or which includes a symbol of hate;
(6) A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
(7) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, Board policy and/or administrative regulation.

f. Attempts to gain unauthorized access to any service via the district's system which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs;
g. Attempts to post or publish personal student contact information unless authorized by the system coordinator, teacher and consistent with applicable Board policies pertaining to student directory information and personally identifiable information. Personal student contact information may include photograph, age, home, school, work or e-mail addresses or phone numbers or other unauthorized disclosure, use and dissemination of personal information regarding students;
h. Attempts to arrange student meetings with anyone on the district's electronic communications system, unless authorized by the system coordinator, teacher or when consistent with school or educational related activities and with prior parent approval when necessary;
i. Attempts to represent self on behalf of the district through use of the district's name in external communication forums, e.g., social media, chat rooms, without prior district authorization;
j. Attempts to use another individual's account name or password, failure to provide the district with individual passwords or to access restricted information, resources or networks to which the user has not been granted access.

2. Guidelines/Etiquette

System users will:

a. Adhere to the same standards for communicating online that are expected in the classroom and consistent with Board policy and administrative regulations;
b. Respect other people's time and cyberspace. Use real-time conference features such as video/talk/chat/Internet relay chat only as approved by the supervising teacher system coordinator;
c. Take pride in communications. Check spelling and grammar;

d. Respect the privacy of others. Do not read the mail or files of others without their permission;
e. Cite all quotes, references and sources;
f. Adhere to guidelines for managing and composing effective e-mail messages:

(1) One subject per message - avoid covering various issues in a single e-mail message;
(2) Use a descriptive heading;
(3) Be concise - keep message short and to the point;
(4) Write short sentences;
(5) Use bulleted lists to break up complicated text;
(6) Conclude message with actions required and target dates;
(7) Remove e-mail in accordance with established guidelines;
(8) Remember, there is no expectation of privacy when using e-mail. Others may read or access mail;
(9) Always sign messages;
(10) Always acknowledge receipt of a document or file.

g. Protect password confidentiality. Passwords are not to be shared with others; Using another user's account or password or allowing such access by another may be permitted with supervising teacher or system coordinator approval only;
h. Communicate only with such users and/or sites as may be authorized by the district;
i. Be forgiving of the mistakes of others and share your knowledge. Practice good mentoring techniques;
j. Report violations of the district's policy and administrative regulation or security problems to the supervising teacher, system coordinator or administrator, as appropriate.

~~Use of appropriate etiquette is expected of all users while using the district's electronic communications system and is explained in district training sessions.~~

Complaints

The district's established complaint procedure in Board policy KL - Public Complaints and accompanying administrative regulation may be used to process complaints or concerns about violations of policy and administrative regulations.

Violations/Consequences

1. Students

a. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of access to the district electronic communications system access up to and including permanent loss of privileges.
b. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions.
c. Disciplinary action may be appealed by parents, students and/or a representative in accordance with established district procedures.

2. Staff

    a. Staff who violate general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, collective bargaining agreements and applicable provisions of law.
    b. Violations of law may be reported to law enforcement officials and may result in criminal or civil sanctions.
    c. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC as provided by Oregon Administrative Rules (OAR) 584-020-0041.
    d. Violations of ORS 244.040 may be reported to Oregon Government Ethics Commission (OGEC).

3. Others

    a. Other guest users who violate general electronic communications system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
    b. Violations of law may be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions.

Telephone/Membership/Other Charges

1. The district assumes no responsibility or liability for any membership, phone or internet service and/or related charges incurred by any home usage of the district's electronic communications system.

2. Any disputes or problems resulting from phone services or internet provider services for home users of the district's electronic communications system are strictly between the system user and their internet service provider and/or phone service provider.

Information Content/Third Party Supplied Information

1. System users and parents of student system users are advised that use of the district's electronic communications system may provide access to materials that may be considered objectionable and inconsistent with the district's vision, mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's electronic communications system accordingly.

2. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals are those of the providers and not the district.

3. Users of the electronic communications system may, with system coordinator approval, order services or merchandise from other ~~system may, with system coordinator approval, order services or merchandise from other~~ vendors that may be accessed through the district's electronic communications system. These vendors are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the vendor and the electronic communications system user. The district makes no warranties or representation whatsoever with

regard to any goods or services provided by the vendor. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of vendors.

4. The district does not warrant that the functions or services performed by, or that the information or software contained on, the electronic communications system will meet the system user's requirements, or that the electronic communications system will be uninterrupted or error-free, or that defects will be corrected. The district's electronic communications system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the electronic communications system and any information or software contained therein.

Sample Parent Letter

Dear Parents:

Your student needs your permission to use the district's electronic communications system. Your student will be able to communicate with other schools, colleges, organizations, and individuals around the world through the Internet and other electronic information systems/networks.

With this educational opportunity also comes responsibility. Inappropriate system use may result in discipline, up to and including expulsion from school, suspension or revocation of your student's access to the district's electronic communications system, and/or referral to law enforcement officials.

Although the district is committed to practices that ensure the safety and welfare of system users, including the use of technology protection measures such as Internet filtering, please be aware that there may still be material or communications on the Internet that district staff, parents and students may find objectionable. While the district neither encourages nor condones access to such material, it is not possible for us to eliminate that access completely.

Attached to this letter is an~~;~~ ~~A~~agreement for your student and you to read and sign stating agreement to follow the district's electronic communications system policy and administrative regulation. The district's policy IIBGA – Electronic Communications System and administrative regulation are accessible from the district's website or upon request and include provisions on, but are not limited to, student use under General Use Prohibitions and Guidelines/Etiquette and student-related rules under Violations and Consequences.

~~The district's policy IIBGA – Electronic Communications System policy and administrative regulations are accessible from the district's website or upon request and include provisions on, but not limited to student use under General Use Prohibitions and Guidelines/Etiquette and student related rules under Violations and Consequences.~~

Please review the district's Electronic Communications policy and administrative regulation, and the provisions therein~~. Review~~ carefully with your student and return the attached agreement form to the school office indicating your permission for your student to use the district's electronic communications system.

Sincerely,

System Coordinator/Administrator

Student Agreement for an Electronic Communications System Account

Student agreement must be renewed each academic year.

Student Section

Student Name _____ Grade _____

School _____

I have received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may result in discipline, up to and including expulsion from school, and/or suspension or revocation of system access and related privileges, and/or referral to law enforcement officials.

Student Signature _____ Date _____

.....

Parent

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give my permission to the district to issue an account for my student and certify that the information contained in this form is correct. I will monitor my student's use of the system and the access to the Internet and will accept responsibility for supervision in that regard if and when my student's use is not in a school setting. In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my student's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature of Parent _____ Date _____

Email Address _____

Home Phone Number _____ Cell Number _____

Agreement for an Electronic Communications System Account
(Non-school System User)

I have received notice of, read and agree to abide by the provisions adopted and included in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may result in suspension and/or revocation of system access and related privileges, and/or referral to law enforcement officials.

In consideration for the privilege of using the district's electronic communications system~~Electronic Communications System~~ and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature _____ Date _____

Home Address _____

Home Phone Number _____ Cell Number _____

Email Address _____ Date of Birth _____

_____

Parent (Required if non-school-system user is under 18 years of age)

I have received notice of and read the district's Electronic Communications System policy and administrative regulation. I give permission to the district to issue an account for my child and certify that the information contained on this form is correct. I will monitor my child's use of the system and the potential access to the Internet and will accept responsibility for supervision in that regard if and when my child's use is not in a school setting. In consideration for the privilege of using the district's electronic communications system and in consideration for having access to the public networks, I hereby release the district, its operators~~,~~ and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my child's use, or inability to use, the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature of Parent _____ Date _____

~~Email Address _____ Home Address _____~~

~~Home Phone Number _____ Cell Number _____~~

Agreement for an Electronic Communications System Account
(Staff System User)

I have received notice of, read and agree to abide by the provisions in the district's Electronic Communications System policy and administrative regulation. I understand that violation of these provisions may result in suspension and/or revocation of system access and related privileges, and may include discipline, up to and including dismissal, and/or referral to law enforcement officials.

[I will not download or access district proprietary information to a personally -owned electronic device.].

OR

[I understand that I may use my personal electronic device (PED) for education related purposes and that certain district proprietary information may be downloaded to, or accessed through my PED. I agree that any district proprietary information downloaded on my PED will only be as necessary to accomplish district purposes, obligations, or duties, and will be properly removed from my PED when the use on my PED is no longer authorized. I ensure that the PED in use is owned by me, and I am in complete control of the device at all times.].

In consideration for the privilege of using the district's electronic communications system~~Electronic Communications System~~ and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature _____ Date _____

Email Address _____

Home Phone Number _____ Cell Number _____

Alsea School District 7J

Code: **IICA**
Adopted: 4/13/16
Orig. Code(s): IICA

Field Trips and Special Events**

The district recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.

Field trips and other curricular/cocurricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals.

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.

Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of one year.

The administration will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in cases of illness or accident, and methods for communicating with administrators/parents in discipline and emergency situations.

All out-of-state and overnight travel must have prior Board approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.014
ORS 339.155
ORS 339.240 to -339.250

Alsea School District 7J

Code: **IICAA**
Adopted: 4/13/16
Orig. Code(s): IICAA

Senior Trips

(OSBA has removed this policy from its samples)
The district recognizes senior trips as an extension of the school experience. District-sponsored senior trips may be authorized.

All senior trips require approval by the Board.

Students participating in senior trips will be subject to the student code of conduct. Violations will result in appropriate disciplinary action and may include referral to law enforcement.

Private groups and organizations may be permitted to use district facilities and equipment during nonschool time to promote senior trips on the same basis as facilities and equipment are provided to others.

Advertising, including the distribution of materials, will be allowed during the school day.

Private groups and organizations may not use the district name in any way to promote their activities.

The superintendent will develop administrative regulations for district-sponsored senior trips, including the approval process, procedures to be used in case of accident or illness and student conduct violations.

END OF POLICY

Legal Reference(s):

ORS 332.105
ORS 332.107
ORS 336.014
ORS 339.155
OAR 581-022-1020

Alsea School District 7J

Code: **IICB**
Adopted: 4/13/16
Orig. Code: IICB

Community Resource Persons

A~~One~~ goal for~~of~~ education is to prepare students to participate constructively in a democratic, pluralistic society, a society in which many differing opinions are held and differing causes are espoused. It is important that students develop an understanding of divergent ideas. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion and to weigh arguments, slogans and appeals. Books, films and other media are valuable for giving students exposure to many differing ideas, but for effective learning it is also useful to invite appropriate persons not on the district educational staff to speak to or to meet with groups of students as part of the educational process.

No overall standard can be established which will automatically exclude, as a resource, the person whose views or manner of presenting them may obstruct the educational process or endanger the health and safety of students or staff. The Board establishes the following guidelines, however, in an effort to uphold students' freedom to learn while also recognizing obligations which the exercise of freedom entails:

1. The teacher, ~~/~~sponsor and school administrator are expected to exercise judgment and to investigate fully those proposed resource persons about whom questions may arise;

2. The teacher and sponsor~~Teachers/sponsors~~ should encourage the use of resource persons representing various approaches or points of view on a given topic to afford students a more comprehensive understanding of it;

3. An appropriate record will be made of each resource person used and of that person's presentation;

4. The ideas presented and the resource person invited to present them will have a demonstrable relation to the curricular or cocurricular activity in which the participating students are involved;

5. The teacher or ~~/~~sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend ~~any~~ proceedings if the conduct of the resource person is judged to be in poor taste or endangering the health and safety of students and staff.

END OF POLICY

Legal Reference(s):

ORS 332.107

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Alsea School District 7J

Code: **IICC**
Adopted: 4/13/16
Orig. Code: IICC

Volunteers

Community patrons~~Citizens~~ who voluntarily contribute their time and talents to the improvement and enrichment of the public schools'~~schools~~ instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

~~Any person authorized by the district for volunteer service into a position having direct, unsupervised contact with students may be required to undergo an Oregon criminal records check.~~
A volunteer authorized by the district for service into a position that allows direct, unsupervised contact with students shall undergo an in-state criminal records check. A volunteer that will not likely have direct, unsupervised contact with students will be required to undergo an in-state criminal records check.

A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form will be denied the ability to volunteer in the district.

Any electronic communications with students by a volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, volunteers shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a volunteer for the district is strongly discouraged.

Nonexempt employees[1] may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services[2] as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.[3]

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

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[1] There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50% of the employee's time.

[2] Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

[3] Districts should review ~~with legal counsel~~ the use of non-exempt employees in extracurricular activity positions such as coaching, ~~and as advisers for~~ cheerleading advisors and other district-sponsored activities with legal counsel for FLSA district impact.

END OF POLICY

Legal Reference(s):

ORS Chapter 243
ORS 326.607
ORS 332.107
ORS 339.372
OAR 581-021-0510 – 021-0512
OAR 839-020-0005
Senate Bill 155 (2019)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

Alsea School District 7J

Code: IJ
Adopted: 3/11/21
Orig. Code(s): IJ

School Counseling Program

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in grades K-12, which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.[1]

The district will adopt program goals, which will assist students to:

1. Understand and ~~take personal responsibility to~~ utilize the educational opportunities and alternatives available to them;~~.~~

2. Meet ~~or exceed~~ academic standards;~~.~~

3. Establish tentative ~~individualized~~ career and educational ~~achievement~~ goals;~~.~~

4. Create and maintain an education plan and education portfolio;~~, to document individual academic and personal achievements.~~

5. Demonstrate the ability to utilize personal qualities, education~~,~~ and training, in the world of work;~~so as to maximize their individual contributions.~~

6. Develop decision-making skills;~~, that stem from critical thinking and problem-solving analysis.~~

7. Obtain information about self;

~~8. To develop healthy self-expression and social emotional maturity skills.~~

~~9.~~8. Accept increasing ~~personal~~ responsibility for their own actions, including the development of~~;~~ self-advocacy skills;~~reliance and personal competence is the goal.~~

~~10.~~9. Develop skills in interpersonal relations, including the use of effective and receptive communication;~~.~~

~~11.~~10. Utilize school and community resources;~~.~~

~~12.~~11. Demonstrate and discuss personal ~~responsibility to the local school and broader community~~ contributions to the larger community; and

[1] Oregon Department of Education - Comprehensive School Counseling

~~13.~~12. Know where and how to utilize personal skills in making contributions~~service~~ to ~~individual members/groups in~~ the community.

[Materials used in the counseling program will be free of content that may discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status, or that which permits or requires different treatment of students on such basis unless such differences cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination.]

Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.[2]

END OF POLICY

Legal Reference(s):

ORS 40.245
[ORS 174.100]
ORS 326.565
ORS 326.575
ORS 329.603
ORS 332.107
ORS 336.187

OAR 581-021-0013
OAR 581-021-0046
OAR 581-022-2030
OAR 581-022-2055
OAR 581-022-2060
OAR 581-022-2250

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).
[House Bill 3041 (2021).]

[2] *See* ORS 40.245.~~.~~

Alsea School District 7J

Code: IJ-AR
Revised/Reviewed: 3/11/21
Orig. Code(s): IJ-AR

Child Development Specialist Program

(if the district does not have this, recommend removing this AR)
The district offers the services of a child development specialist to students in grades K - 8 and their families residing in attendance areas of the district. A child development specialist may serve as counseling staff trained to assist in implementing the district's comprehensive school counseling program.

The district will meet the following requirements:

1. The district will submit a written plan describing the program to the Oregon Department of Education (ODE) for approval.

2. Upon approval of the plan by ODE, the district may submit a child development specialist candidate application for ODE approval.

3. The district shall conduct an annual review of the program and submit an updated plan to ODE for re-authorization of the program.

4. Each child development specialist employed by the district shall complete an annual evaluation of the specialist's child development plan to be included with the district's updated plan.

DELETE

Alsea School District 7J

Code: **IK**
Adopted: 4/13/16
Orig. Code: IK

Academic Achievement**

The Board believes~~feels~~ it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students will be informed regularly, at least four times a year, of their student's progress toward achieving the academic content standards, including but not limited to:

    a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
    b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
    c. [Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;]~~;~~
    d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
    e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned~~, demonstration of extended application~~ and demonstration of extended application~~the Essential Skills~~.

2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;

3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;

4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;

5. When no grades are given but the student is evaluated in terms of progress, the school staff ~~also~~ will show whether the student is achieving course requirements at~~provide a realistic appraisal of~~ the student's current grade level~~standing in relation to his/her peers~~;

6. The staff will take particular care to explain to students and parents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

ORS 107.154
ORS 329.485
ORS 343.295
OAR 581-021-0022
OAR 581-022-2260
OAR 581-022-2270

Alsea School District 7J

Code: **IKA**
Adopted: 4/13/16
Orig. Code: IKA

Grading System

Assigning grades is the responsibility of each individual teacher and should be done in a fair and consistent manner. Grades should accurately reflect the student's progress toward completing course requirements at the student's current grade level or course content level; shall be based on the student's progress toward master of a continuum of academic knowledge and skills; and may be based on the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district.

The requirements of the class should be spelled out thoroughly at the beginning so students will be informed of what they have to do to get an "A, B, C" etc. An academic grade is used to indicate progress in learning and a citizenship grade for behavior. The academic grade is not to be influenced by a student's behavior. This should be reflected in the citizenship grade only.

END OF POLICY

Legal Reference(s):

ORS 329.485 OAR 581-021-0022 OAR 581-022-2270

Alsea School District 7J

Code: **IKAC**
Adopted: 4/13/16
Orig. Code: IKAC

High School Classes/Courses for Upper Elementary Students

The district encourages students to perform at the highest level possible in their course work. Recognizing that some upper level elementary school age students are able to master existing high school curriculum, it is the policy of the district to allow upper elementary students, who are qualified, to take designated high school classes/courses. High school credit may be granted, if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school classes.

~~The district will not allow the granting of such credit to be used to reduce below 24 the units of credit to be completed in grades 9 through 12 for high school graduation.~~

END OF POLICY

Legal Reference(s):

OAR 581-022-2000 OAR 581-022-2270

Alsea School District 7J

Code: **IKAD**
Adopted: 4/13/16
Orig. Code: IKAD

Grade Reduction/Credit Denial

Grade reduction or credit denial determinations may include student attendance. Student attendance may not be a sole criterion. If~~However, if~~ attendance is a factor, prior to a grade reduction or credit denial, the following shall occur:

1. The teacher will identify and inform parents and students how the attendance and class participation is related to the instructional goals of the subject or course;

~~2.~~ The district's procedures~~Parents and students~~ will include~~be informed;~~

~~3.~~2. ~~Procedures in~~ due process for~~are available to~~ the student when the grade is reduced or credit denied for attendance rather than academic reasons;

~~4.~~3. The reasons~~Reasons~~ for nonattendance are considered and the grade is not reduced or credit denied based upon absences due to:

   a. Religious reasons;
   b. A student's disability; or
   c. An excused absence, as determined by the district's policy.

END OF POLICY

Legal Reference(s):

ORS 339.280

Alsea School District 7J

Code: **IKE**
Adopted: 4/13/16
Orig. Code: IKE

Promotion and Retention of Students**

Students who cannot demonstrate proficiency in each subject area, or who are not making adequate progress towards demonstrating proficiency at their grade levels, will be considered for retention. Teachers must notify the principal of these students, make a recommendation to the principal concerning their promotion/retention and hold a conference with parents. Parental decisions will be final, but when the parents' decision is not in agreement with the school's recommendation, parents must sign a "release from responsibility" form to be placed in the student's file.

END OF POLICY

Legal Reference(s):

OAR 581-022-2000 OAR 581-022-2270

Alsea School District 7J

Code: **IKE-AR**
Adopted: 4/13/16
Orig. Code: IKE-AR

Retention for Students Grades 1-8**

Factors to Consider for Possible Retention

The following factors should be considered in any circumstance involving possible retention:

1. Age of the student;
2. Ability level of the student;
3. Maturity level of the student;
4. Previous retentions;
5. Achievement level of the student;
6. Parent's feeling towards retention;
7. Attendance.

Procedure to Follow for Possible Retention

The following steps should be taken when it appears that retention might be necessary for a student:

1. Diagnostic testing should be administered by the teacher to verify the areas of weakness;
2. The principal should be informed;
3. The teacher should schedule a conference with the parent;
4. A remedial program to correct the deficiencies should be instituted;
5. Further conferences with the parents should be held no later than the third nine weeks to inform the parents of progress made and/or notification of possible retention;
6. If retention is necessary, the principal will schedule a conference with the parents by the middle of May to discuss the reasons.

Date:_____

Student:_____

Present Grade Level: _____ School Year:_____

Teacher:_____

After considerable professional deliberation regarding your student's progress, testing results and skill level, the recommendation has been made that _____ remain at ~~his/her~~ present grade level for the oncoming school year.

As was explained to you by your student's teacher, _'s accomplishments are not meeting the standards of expected achievement for this year in school. This may result in more serious learning difficulties in the future without the recommended retention at~~in his/her~~ present grade level.

Please indicate your support or nonsupport of this recommendation below, and return this form to the school office no later than _____.

☐ I support the recommendation that my student remain at ~~his/her~~ present grade level for the coming school year.

☐ I do not support the recommendation that my student remain at ~~his/her~~ present grade level for the coming school year and require that my student be placed in the next grade level. In requiring this placement I voluntarily agree to assume all risks and/or liability associated with my decision. I voluntarily release the district, its employees, agents and representatives from all risk and/or liability associated with my decision.

_____
Teacher Signature

_____
Superintendent Signature

_____
Parent Signature

Alsea School District 7J

Code: **IKF**
Adopted: 5/13/21
Orig. Code(s): IKF

Graduation Requirements**

(Version 1)

(see updated version)

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

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

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

1. A foster child[1];
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits of English (shall include the equivalent of one unit in written composition);
3. Three credits of science;

[1] As defined in ORS 30.297.

4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));

5. One credit in health education;

6. One credit in physical education; and

7. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination).

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

To receive a diploma or a modified diploma, in addition to credit requirements, as outlined in OAR 581-022-2000 a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply math in a variety of settings;

2. Develop an education plan and build an education profile;

3. Demonstrate extended application through a collection of evidence;

4. Participate in career-related learning experiences.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in all the required Essential Skills. The district will develop procedures to provide assessment options as described in the *Test Assessment Manual*, in the ELL student's language of origin and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

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

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below:

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

2. Has a documented history of a medical condition that creates a barrier to achievement.

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

1. Three credits in English language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences;
5. One credit in health;
6. One credit in physical education; and
7. One credit in career technical education, the arts or a world languages.

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

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

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

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

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:

    a. Two credits of mathematics;
    b. Two credits of English;
    c. Two credits of science;
    d. Three credits of history, geography, economics or civics;
    e. One credit of health;
    f. One credit of physical education; and
    g. One credit of the arts or a world language.

2. Have a documented history of:

    a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
    b. A medical condition that creates a barrier to achievement; or
    c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

Alternative Certificates

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

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation.

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

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

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

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

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

A student who receives a modified diploma, an extended diploma or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

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

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form[2] and submitting the form to the district.

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

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

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

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

DELETE

[2] www.ode.state.or.us: or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

Alsea School District 7J

Code: IKF
Adopted:

Graduation Requirements**

(Version 2)

(If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in the following lists.)

ADD HONORS DIPLOMA FROM DISTRICT'S AR

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

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

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

1. A foster child[1];
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an educational program[2] in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits{[3]} which include at least:

[1] As defined in ORS 30.297.

[2] "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

[3] {If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. However, if the district provides an education as described in ORS 336.585 or

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in language arts (shall include the equivalent of one unit in written composition);

3. Three credits in science;

4. Three credits in social sciences (including history, civics[4], geography and economics (including personal finance));

5. One credit in health education;

6. One credit in physical education; and

7. Three credits in career and technical education, the arts or world languages[5] (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must[6]:

1. Develop an education plan and build an education profile;

2. Demonstrate extended application through a collection of evidence; and

3. Participate in career-related learning experiences.

Honors Diploma

Students at Alsea High School will be eligible for an honors diploma upon completion of the following requirements:

1. The student must meet all requirements of a standard Alsea diploma;

2. The student must have a cumulative G.P.A. of at least 3.50;

3. The student must earn the following credits in listed classes;

    a. English – 4 credits

PROPOSED

336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.}

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

[5] "World language" includes sign language, heritage language and languages other than a student's primary language.

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

(1) Including one credit of each:

(a) English 9
(b) English 10
(c) English 11
(d) English 12

b. Math – though Pre-calculus at minimum 4 credits
c. Science – 4 credits

(1) Including one credit of each:

(a) Biology
(b) Chemistry
(c) Physics

d. Social Science – 4 credits

(1) Including:

(a) 9th Grade - U.S. History: Colonization - Reconstruction
(b) 10th Grade - World History: Renaissance - WWII
(c) 11th Grade - U.S. History: Westward Expansion - Present
(d) 12th Grade - Civics and Economics (.5 credit each)

e. PE – 1 credit
f. Health – 1 credit
g. Arts/Career/Tech – 1 credit
h. Second Language (must be same for all credits) – 2 credits
i. Electives – 3 credits

4. GPA 3.5 overall

5. And meet ~~the essential skills and~~ other career related requirements that the state requires including the Senior Project.

Valedictorian and salutatorian will be selected from the two highest GPA's (unweighted) from the Honor's diploma candidates. If there are less than two Honor's diplomas in a given graduation class, then the honor will go to the students with the corresponding highest GPA's from the regular diploma candidates.

Modified Diploma

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

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

2. Has a documented history of a medical condition that creates a barrier to achievement.

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

1. Three credits in language arts;

2. Two credits in mathematics;

3. Two credits in science;

4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

5. One credit in health education;

6. One credit in physical education; and

7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

1. Develop an education plan and build an education profile; and

2. Demonstrate extended application through a collection of evidence.

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

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

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

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

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

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

PROPOSED

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

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

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:

    a. Two credits in mathematics;
    b. Two credits in language arts;
    c. Two credits in science;
    d. Three credits in history, geography, economics or civics;
    e. One credit in health;
    f. One credit in physical education; and
    g. One credit in the arts or a world language.

2. Have a documented history of:

    a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
    b. A medical condition that creates a barrier to achievement; or
    c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

Alternative Certificates

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

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

Other District Responsibilities

PROPOSED

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

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

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

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

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

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

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

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

PROPOSED

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form[7] and submitting the form to the district.

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

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

END OF POLICY

Legal Reference(s):

ORS 329.007
ORS 329.045
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
ORS 336.585
ORS 336.590
ORS 339.115
ORS 339.505
ORS 343.295

OAR 581-021-0009
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2005
OAR 581-022-2010
OAR 581-022-2015
OAR 581-022-2020
OAR 581-022-2025
OAR 581-022-2030
OAR 581-022-2115
OAR 581-022-2120
OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Senate Bill 1522 (2022).

PROPOSED

[7] Oregon Department of Education page for: 30-day notice and opt-out form

Alsea School District 7J

Code: **IKF-AR**
Adopted: 5/10/17
Orig. Code(s): IKF-AR

Graduation Requirements

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits according to the following table:

Subject	Graduates of 2014 and beyond
English	4 (shall include the equivalent of one unit in written composition)
Math	3 (shall include one unit at Algebra I level and two units that are at a higher level)
Science	3
Social Studies	3 (including history, civics, geography and economics (including personal finance)
Health	1
PE	1
Career Technical Ed, The Arts or World Language	3 (units shall be earned in any one or a combination)
Electives	6
Total credits required to graduate:	24
Essential Skills required:	Read and comprehend a variety of text, write clearly and accurately, apply math, any additional Essential Skills adopted by the State Board of Education.
Other graduation requirements:	Develop an education plan and build an education profile
	Demonstrate extended application through a collection of evidence
	Participate in career-related learning experiences

The district shall offer students credit options provided the method for obtaining such credit is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-1131.

Essential Skills Appeal

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

Honors Diploma

Students at Alsea High School will be eligible for an honors diploma upon completion of the following requirements:

1. The student must meet all requirements of a standard Alsea diploma;

2. The student must have a cumulative G.P.A. of at least 3.50;

3. The student must earn the following credits in listed classes;

   a. English – 4 credits

      (1) Including one credit of each:

         (a) English 9
         (b) English 10
         (c) English 11
         (d) English 12

   b. Math – though Pre-calculus at minimum 4 credits
   c. Science – 4 credits

      (1) Including one credit of each:

         (a) Biology
         (b) Chemistry
         (c) Physics

   d. Social Science – 4 credits

      (1) Including:

         (a) 9th Grade - U.S. History: Colonization - Reconstruction
         (b) 10th Grade - World History: Renaissance - WWII
         (c) 11th Grade - U.S. History: Westward Expansion - Present
         (d) 12th Grade - Civics and Economics (.5 credit each)

   e. PE – 1 credit
   f. Health – 1 credit
   g. Arts/Career/Tech – 1 credit
   h. Second Language (must be same for all credits) – 2 credits
   i. Electives – 3 credits

4. GPA 3.5 overall

5. And meet the essential skills and other career related requirements that the state requires including the Senior Project.

Valedictorian and salutatorian will be selected from the two highest GPA's (unweighted) from the Honor's diploma candidates. If there are less than two Honor's diplomas in a given graduation class, then the honor will go to the students with the corresponding highest GPA's from the regular diploma candidates.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards for a high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

2. Has a documented history of a medical condition that creates a barrier to achievement.

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

Subject	**Graduates of 2014 and beyond**
English	3
Math	2
Science	2
Social Studies	2
Health	1
PE	1
Career Technical Ed, The Arts or World Language	1
Electives	12
Total credits required for modified diploma:	24
Essential Skills required:	Read and comprehend a variety of text, write clearly and accurately, apply math, any additional Essential Skills adopted by the State Board of Education.
Other graduation requirements:	Develop an education plan and build an education profile.
	Demonstrate extended application through a collection of evidence.

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

1. For a student on an IEP, any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.

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

Students not on an IEP or a 504 Plan may not receive a modified Smarter Balanced assessment.
A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.
A student's school team may decide to revise a modified diploma decision.

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

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:

    a. Two credits of mathematics;
    b. Two credits of English;
    c. Two credits of science;
    d. Three credits of history, geography, economics or civics;
    e. One credit of health;
    f. One credit of physical education;
    g. One credit of the arts or a world language.

2. Have a documented history of:

    a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
    b. A medical condition that creates a barrier to achievement; or
    c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement.

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form[1] and submitting the form to the district.

[1]**Error! Main Document Only.***www.ode.state.or.us*: or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

Alsea School District 7J

Code: **IKFA**
Adopted: 6/13/17
Orig. Code: IKE

Early Graduation**

(similar language in IKF)
A student who wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and his/her parents will consult with high school guidance personnel to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the superintendent.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the student's request and if the student's parent or guardian consents, if required.

Students who have successfully completed the junior year with fewer than the required credits for graduation and are then accepted at accredited colleges may receive their high school diplomas if, at the completion of the first semester, they have successfully fulfilled the district's minimum diploma requirements.

END OF POLICY

Legal Reference(s):

ORS 339.030
ORS 339.115
ORS 343.295
OAR 581-022-0102(17)
OAR 581-022-1130
OAR 581-022-1210
OAR 581-022-1350

Alsea School District 7J

Code: **IKFB**
Adopted: 3/11/21
Orig. Code(s): IKFB

Graduation Exercises

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

Accordingly, appropriate graduation programs may be planned by the senior class advisor on the date selected by the Board.

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

All students in good standing[1] who have successfully completed the requirements for a high school diploma, or qualify~~qualifies~~ to receive or receives a modified diploma, an extended diploma or an alternative certificate, including a student participating in a district-sponsored alternative education program and a student with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

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

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and

2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear Native American or other items of cultural significance{[2]}.{[3]}~~, in accordance with consistently-enforced rules established by the principal or designee.~~[4]

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

[2] {HB 2052 (2021) requires that districts allow students to wear Native American items of cultural significance to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.} "Native American items of cultural significance" means items or objects that are traditionally associated with Native American or that have religious or cultural significance to a Native American.

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

[4] ~~*See* letter from ODE regarding Graduation Ceremonies (click on [Year] Graduation Ceremonies).~~

END OF POLICY

Legal Reference(s):

ORS 329.451
ORS 332.107
ORS 339.505
ORS 343.295

OAR 581-021-0050
OAR 581-021-0055
OAR 581-021-0060
OAR 581-022-2000
OAR 581-022-2010

OAR 581-022-2015
OAR 581-022-2020
OAR 581-022-2505

31 OR. ATTY. GEN. OP. 428 (1964)
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Kay v. David Douglas Sch. Dist. No. 40,1987); cert. den., 484 U.S. 1032 (1988).
Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).
Lee v. Weisman, 505 U.S. 577 (1992).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Alsea School District 7J

Code: **IKI**
Adopted: 6/13/17
Orig. Code(s): IKI

Academic Integrity

The Board encourages the development of critical thinking skills in students, to show them the benefits of setting and accomplishing goals and to help the student realize the satisfaction and reward of learning.

Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential.

Students are encouraged to converse with others and assist other students except when it is inconsistent with testing or assignment instructions. This dialogue or exchange of ideas both inside and outside the classroom helps facilitate learning by everyone. Assisting others is prohibited when it would constitute academic dishonesty. Prohibited events include, but are not limited to, using or sharing prohibited study aides or other written materials on tests or assignments. Academic dishonesty also includes sharing, collaborating or communicating with others on tests or assignments, before or during tests or assignments, in violation of directions by the class instructor. Academic dishonesty may also include knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.

Violation of this policy may result in discipline as deemed appropriate by the instructor or administration, based on the nature and seriousness of the offense. Discipline may involve the district prohibiting the student from participating in school-sponsored activities or events; denial or revocation of school-conferred titles, distinctions, honors or privileges; or suspension or expulsion[1].

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 339.240
ORS 339.250
OAR 581-021-0050 to -0075

[1] 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.

Alsea School District 7J

Code: **IL**
Adopted: 5/11/16
Orig. Code(s): IL

Assessment Program**

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules ~~(OAR) 581-022-0606, 581-022-1210 and 581-022-1670~~. Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards and to identify students who meet or exceed the performance standards adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;

2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;

3. Assessments by individual teachers;

4. Other~~Optional~~ schoolwide and grade levelwide assessments~~, as recommended by the superintendent and as approved by the Board~~.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education (ODE) will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing and submitting ODE's opt-out form[1] to the school. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices[2] and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

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

The superintendent shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

Legal Reference(s):

ORS 40.245
ORS 326.565
ORS 326.575
ORS 329.479
ORS 329.485
ORS 336.187
ORS 659.850

OAR 581-021-0009
OAR 581-021-0030
OAR 581-022-2030
OAR 581-022-2060
OAR 581-022-2100
OAR 581-022-2110
OAR 581-022-2115

OAR 581-022-2250
OAR 581-022-2270
OAR 581-022-2310
House Bill 3041 (2021)
Senate Bill 602 (2021)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2021).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2021).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

[1] Oregon Department of Education page for: 30-day notice and opt-out form

[2] Districts are required to provide notice twice each year: once at the beginning of the year and second time at least 30 days prior to the administration of the test.

Alsea School District 7J

Code: **IM**
Adopted: 4/13/16
Orig. Code: IM

Evaluation of Instructional Programs

(OSBA has removed this policy from its samples)
The district is dedicated to a continuous system of instructional program renewal. This renewal process shall include identification of school and district needs for improvement of student achievement at the school and district levels. To this end, the district shall conduct self-evaluations that consider a review of test results and other evaluative information including, but not limited to, demographics, other student performance data, student access to and utilization of educational opportunities and staff characteristics.

The input of staff, students, parents and the local community will be encouraged.

A written district improvement plan shall be developed and implemented based on the district's self-evaluation and consistent with applicable Oregon Revised Statutes and Oregon Administrative Rules. Such plan, where appropriate, shall include, but not be limited to:

1. Continuous short-term and long-term staff development;

2. Programs and policies to achieve a safe educational environment;

3. Local efficiencies and efforts to make better use of resources. Efficiencies may include use of magnet schools, after school programs, energy programs, public and private partnerships, staffing and other economies.

The district's plan shall be revised and updated on a biennial basis. The superintendent will ensure that test results and district improvement plan progress are reviewed annually and reported to the community.

A copy of the district's plan will be maintained as a public record available for public inspection and submitted to the Oregon Department of Education upon request.

END OF POLICY

Legal Reference(s):

ORS 329.095
ORS 329.155

OAR 581-022-0606
OAR 581-022-1020
OAR 581-022-1130

OAR 581-022-1210
OAR 581-022-1340

Alsea School District 7J

Code: **IMB**
Adopted: 4/13/16
Orig. Code: IMB

Student Achievement Program

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. The district will accomplish this through continued evaluation and improvement of its programs~~Student achievement will be defined by the district and include, but not be limited to, assessment results, student attendance and drop-out rates and diploma attainment~~.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that engages the school community in the district's goal setting and continuous ~~student achievement~~ improvement program efforts.

The district's program will be consistent with Oregon Department of Education requirements and reflected in school and district continuous improvement plans.

The district~~Board~~ will, in striving for continuous improvement ~~of student achievement~~, annually review district and individual school data on student achievement and~~,~~ prioritize, allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

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

END OF POLICY

Legal Reference(s):

ORS 329.095 ORS 332.107 OAR 581-022-2250

Alsea School District 7J

Code: **INB**
Adopted: 4/13/16
Orig. Code(s): INB

Studying Controversial Issues
(Version 1)

(see proposed version)
Since our society is based on the free exchange of ideas and diversity of political and social thought, it shall be the policy of this district to encourage unbiased, unprejudiced and scientific study of controversial issues as they arise as part of school curriculum. A controversial issue may be defined as any topic or problem which society is in the process of debating on which there is honest disagreement. Such issues arise when different interpretations are given to a particular set of circumstances.

The basic goal in studying controversial questions should be to enable the student to develop techniques for considering such questions; techniques which he/she will use habitually in later life. Learning situations shall provide opportunities for the development of clear thinking, balanced judgment, intelligent choices, informed opinion, an ability to differentiate fact from opinion and an understanding of propaganda devices. Questions treated should come within the range of the knowledge, maturity and competence of the students. Issues selected for study should be current, significant and of interest to the students.

The role of the teacher should be such as will reveal to students the processes used by the social scientist to identify, study and solve problems. The teacher shall avoid indoctrination in his/her own personal viewpoint and shall not attempt to control or limit the judgment of students. The selection of materials, guest speakers and classroom activities in general shall be done with studied impartiality for the purpose of fairly presenting all sides of an issue.

The administration of this policy in the district is the immediate responsibility of the superintendent under the guidance of procedures established by the superintendent.

END OF POLICY

Legal Reference(s):

ORS 336.067 OAR 581-021-0009

U.S. CONST. amend. I.
OR. CONST., art. I.

Alsea School District 7J

Code: INB
Adopted:

Studying Controversial Issues
(Version 2)

The Board supports the inclusion of controversial issues as part of students' education. The presentation and discussion of controversial issues will be informative. The development of ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled and weighed and to see relationships before drawing inferences or conclusions are among the most valuable outcomes of a free educational system.

Teachers will present an overall view of controversial issues and will guard against giving personal opinions until students have an opportunity to:

1. Find, collect and assemble factual material on the subject;
2. Interpret the data without prejudice;
3. Reconsider assumptions and claims and to reach their own conclusions.

By refraining from expressing personal views before and during the period of research and study, the teacher will encourage students to search after truth and to think for themselves.

Before beginning a class in the study of an obviously controversial topic, a teacher will discuss with the principal.

1. Its appropriateness to the course;
2. Its appropriateness for the students' maturity level;
3. The approach to instruction;
4. The instructional materials to be used.

END OF POLICY

Legal Reference(s):

ORS 336.067 OAR 581-021-0009

U.S. CONST. amend. I.
OR. CONST., art. I.

PROPOSED

Alsea School District 7J

Code: INDB
Adopted: 12/16/21
Orig. Code(s): INDB

Flag Displays and Salutes

A United States (U.S.) flag and an Oregon State flag shall be displayed on or near each school building under the control of the Board or used by the district, during school hours, except in unsuitable weather and at any other time the Board deems proper.

A National League of Families' POW/MIA flag of appropriate size shall be displayed on or near each school building when required by state law[1] and in the same manner as a U.S. and Oregon State flag.

The district shall obtain and display a U.S. flag of an appropriate size for each classroom.

Students shall receive instruction in respect for the national flag and be provided an opportunity to salute the U.S. flag at least once each week during the school year by reciting *The Pledge of Allegiance*.

A flag salute may be implemented at assemblies, before or after school, at lunch, special events, home room class, athletic contests or at other times deemed appropriate by the principal. Individual staff members and students who do not participate in the salute must maintain a respectful silence during the salute.

Upon request from an Oregon Sovereign tribal government, a flag representing the sovereign tribal government must be displayed on, near, or within a school building during school hours. The location of the flag will be determined by the district in consultation with the requesting sovereign tribal government.

END OF POLICY

Legal Reference(s):

ORS 186.110
ORS 332.107
ORS 336.067
ORS 339.875
OAR 581-021-0043

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).

[1] The National League of Families' POW/MIA flag must only be displayed on or near buildings that have existing flagpoles or other infrastructure installed to properly display the U.S., Oregon State, and National League of Families' POW/MIA flags simultaneously. [However, all district buildings on or near where it is customary and suitable to display the U.S. flag that are newly constructed on or after January 1, 2018~~,~~ shall include sufficient infrastructure to properly display the U.S. flag, Oregon State flag, and National League of Families' POW/MIA flag simultaneously.]~~.~~

Alsea School District 7J

Code: **ING**
Adopted: 6/13/17
Orig. Code: ING

Animals in District Facilities

Only service animals[1] serving persons with a disability and animals approved by the human resource director or superintendent that are part of an approved district curriculum or cocurricular activity are allowed in district facilities.

~~Approved animals may not be transported on a school bus.~~

Approved ~~A~~animals must be adequately ~~housed and~~ cared for and appropriately secured~~in secure cages~~. Only the teacher or students designated by the teacher are to handle the animals.

If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.

Animals, except those service animals serving persons with a disability, may not be transported on a school bus.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 659A.400

OAR 581-053-0010
OAR 581-053-0230(9)(j)
OAR 581-053-0330(1)(q)

OAR 581-053-0430(16)
OAR 581-053-0531(15)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 28 CFR §§ 35.104, 35.136 (2017).
Americans with Disabilities Act Amendments Act of 2008.

[1] The American with Disabilities Act definition of "service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.

Alsea School District 7J

Code: ING-AR
Revised/Reviewed:

Animals in District Facilities

If the animal is a service animal[1], please answer the following questions:

1. Is the service animal required due to a disability? _____

_____

2. What work or task has the service animal been trained to perform[2]? _____

_____

_____

If an animal is not a service animal, the district staff may request emergency contact information.

PROPOSED

[1] The American with Disabilities Act definition of "service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.

[2] The district may request this information if the nature of the work or task the assistance animal is trained, or is being trained to do or perform, is not readily apparent.

Alsea School District 7J

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The following symbol is used on some policies:

** 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.

Alsea School District 7J

Code: **KAB**
Adopted: 7/12/16
Orig. Code(s): KAB

Parental Rights

The Board recognizes the importance of promoting parental input in decision making related to their student's health and general well-being;~~,~~ in determining district and student needs for educational services; and~~,~~ in program development and district operations. To assist the district in this effort, and in accordance with law,~~the No Child Left Behind Act of 2001 (NCLBA),~~ the district affirms the right of parents, upon request, to inspect:

1. A survey created by a third party before the survey is administered or distributed by the district to a student, including any district survey containing "covered survey items"[1] ~~as defined by NCLBA~~;

2. Any instructional material used by the district as part of the educational curriculum for the student;

3. Any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.

As provided by law, parents of district students will also, upon request, be permitted to excuse their student from "covered activities"[2]~~. as defined by NCLBA.~~ The rights provided to parents under this policy, transfer to the student when the student turns 18 years of age~~old~~, or is an emancipated minor under applicable state law.

The superintendent will ensure that activities requiring parental notification are provided as required by law and that reasonable notice of the adoption or continued use of this policy is provided to parents of students enrolled in district schools. The input of parents will be encouraged in the development, adoption and any subsequent revision of this policy.

The superintendent shall develop administrative regulations to implement this policy, including provisions as may be necessary to ensure appropriate notification to parents of their rights under federal law and district procedures to request review of covered materials, excuse a student from participating in covered activities and protect student privacy in the event of administration or distribution of a survey to a student.

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[1] "Covered survey items"~~ under NCLBA~~ include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

[2] "Covered activities," requiring notification~~, under NCLBA~~ include activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more of covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance and administered and scheduled by the school in advance. See the administrative regulation for additional definitions.

END OF POLICY

Legal Reference(s):

ORS 332.107

Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 (2012).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).
Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

Alsea School District 7J

Code: **KAB-AR**
Revised/Reviewed: 7/12/16
Orig. Code(s): KAB-AR

Parental Rights

The following definitions and procedures will be used to implement ~~the~~ parental rights~~: requirements of the No Child Left Behind Act (NCLBA):~~

Definitions

1. "Survey," as defined by federal law and as used in Board policy and this regulation, includes an evaluation. It does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA);~~;~~

2. "Covered survey items" means one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program;

3. "Covered activities,"" requiring notification~~, under NCLBA~~ means those activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, or of other students. This provision does not apply to physical examinations or screenings that are permitted or required by law, including physical examinations or screenings permitted without parental notification;

4. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control;

5. "Instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments;

6. "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including a street name and the name of the city or town); telephone number; or a social security identification number;

7. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body. It does not include a hearing, vision or scoliosis screening and does not apply to any physical examination or screening that is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.

Requests to Inspect Materials

Parents may inspect surveys, instructional materials or instruments used to collect personal student information for marketing purposes before such items are administered or distributed by a school to a student as follows:

1. Requests may be directed to the school office by phone or in person;

2. Requests must be received by the district no later than five ~~working~~ school days following receipt of notification by the district of its intent to administer or distribute such items;

3. Materials may be reviewed at the school office or mailed by the district;

4. Requests to mail materials must be accompanied by a self-addressed, stamped envelope.

Requests to Excuse Student from Covered Activities

A parent may request that their~~his/her~~ student be excused from participation in any of the following covered activities:

1. The collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information to others;

2. Any district or third party survey;

3. The administration of nonemergency, invasive physical examinations or screenings.

All such requests must be:

1. Directed to the principal in writing;

2. Received by the district no later than five working days following receipt of notification by the district of its intent to administer or distribute such items.

Student Privacy

The district recognizes its responsibility to protect student privacy in the event of administration or distribution of a survey to a student containing one or more covered survey items.

A student's personal information that may be collected as a result of such surveys will be released only with prior, written parental permission. The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

Notification

Each principal shall be responsible for ensuring appropriate notification to parents of their rights under federal law, Board policy and this regulation. Accordingly, notification will:

1. Be made at least annually at the beginning of the school year or at other times during the school year when enrolling students for the first time in school;

2. Include the specific or approximate dates during the school year when covered activities are scheduled or expected to be scheduled.

Alsea School District 7J

Code: **KBA**
Adopted: 7/12/16
Orig. Code: KBA

Public Records**
(Version 1)

(see updated version)
“”“Public record” means any information ’that:

1. Is prepared, owned, used or retained by the district“”;

2. Is related to an activity, transaction or function of the district; and

3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems or spoken communication that is not recorded.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen desiring to examine them during hours when the ’superintendent’s office is open. All such information will be made available to individuals with disabilities in an appropriate format upon request and with appropriate advance notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his/her particular school’s community informed about the school’s program and activities.

No records will be released for inspection by the public or any unauthorized persons – either by the superintendent or any other person designated as custodian for district records – if such disclosure would be contrary to the public interest, as described in state law.

If a copy of a record is requested, the district will provide a single certified copy. If a request to inspect a record is made and the public record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If not available in the form requested, it will be provided in the form the public record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under ORS 30.275 (5)(a), asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district’s attorney.

Employee and volunteer addresses, electronic mail addresses (other that district electronic mail addresses assigned by the district to district employees), social security numbers, dates of birth and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.445 and ORS 192.502 (3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt. Additionally, the district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

Upon receipt of a request, the district will respond as soon as practicable and without unreasonable delay. The response must acknowledge the receipt of the request and one of the following:

1. A statement that the district does not possess, or is not the custodian of, the public record.

2. Copies of all requested public records for which the district does not claim an exemption from disclosure under ORS 192.410 to 192.505.

3. A statement that the district is the custodian of at least some of the requested public records, an estimate of the time the district requires before the public records may be inspected or copies of the records will be provided and an estimate of the fees that the requester must pay as a condition of receiving the public records.

4. A statement that the district is the custodian of at least some of the requested public records and that an estimate of the time and fees for disclosure of the public records will be provided by the district within a reasonable time.

5. A statement that the district is uncertain whether the district possesses the public record and that the district will search for the record and make an appropriate response as soon as practicable.

6. A statement that state or federal law prohibits the district from acknowledging whether the record exists or that acknowledging whether the record exists would result in the loss of federal benefits or other sanction. A statement under this paragraph must include a citation to the state or federal law relied upon by the district.

The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making copies of public records for the public. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Requests for copies of documents shall be in writing and will be presented to the superintendent.

The district shall retain and maintain its public records in accordance with OAR 166, Division 400.

END OF POLICY

Legal Reference(s):

ORS 180.805
ORS Chapter 192
OAR 137-004-0800(1)
OAR 166-005-0010
OAR 166-400

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2021); 28 C.F.R. Part 35 (2021).
OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual*.
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
Bialostosky v. Cummings, 319 Or. App. 352 (2022).

DELETE

Alsea School District 7J

Code: KBA
Adopted:

Public Records Request**
(Version 2)

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the district office.

A "public record" includes any writing that contains information relating to the conduct of the public's business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.[1] "Writing" means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public's business and that is contained on a privately owned computer.[2]

All such information will be made available to individuals with disabilities in an accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make reasonable efforts to disseminate information. Each principal is authorized to use available means to keep parents and others in the particular school's community informed about the school's program and activities.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for persons with disabilities.

Employee and volunteer personal residential addresses, personal electronic mail addresses, social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.363 - 368 and ORS 192.355(3). District electronic mail addresses assigned by the district to district employees are not exempt. This exemption does not

[1] There are multiple definitions for "public record" in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

[2] In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member.

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

ORS 180.805
ORS Chapter 192
OAR 137-004-0800(1)
OAR 166-005-0010
OAR 166-400

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2021); 28 C.F.R. Part 35 (2021).
OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual*.
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
Bialostosky v. Cummings, 319 Or. App. 352 (2022).

PROPOSED

Alsea School District 7J

Code: **KBA-AR**
Revised/Reviewed: 7/12/16
Orig. Code: KBA-AR

Public Records
(Version 1)

(see updated version)
In compliance with ORS 192.430 the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. All requests for information must be channeled through the superintendent or superintendent's designee;

2. Requests for information concerning sensitive, technical or emotional issues may be required to be submitted in writing and the district will respond in writing within a time frame consistent with the request''''. Reasonable accommodations will be provided for persons with disabilities upon request and with appropriate advance notice;

3. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge;

4. The district reserves the right to restrict the inspection of some public records to the district's facilities;

5. The district reserves the right to withhold, upon written request, employee or volunteer addresses or personal telephone numbers contained in personnel records;

6. Information will be made available to individuals with disabilities in an appropriate format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

Alsea School District 7J

Code: KBA-AR
Revised/Reviewed:

Public Records Request
(Version 2)

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the district office at 3010S. 3rd St., Alsea, OR 97324.

2. Upon receipt of a written request, the district shall respond within five business days[1] acknowledging receipt of the request or completing[2] the district's response to the request.

   If the district provides an acknowledgment of the request, it must:

   a. Confirm that the district is the custodian of the requested record;
   b. Inform the requester that the district is not the custodian of the requested record; or
   c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.

3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:

   a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
   b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.

4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:

   a. The staff or volunteers[3] necessary to complete a response to the public records request are unavailable;

[1] "Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

[2] The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

[3] Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

b. Compliance would demonstrably impede the district's ability to perform other necessary services; or

c. Of the volume of the public records request being simultaneously processed by the district.

In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.

6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be made available in the form the record is maintained.

7. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.

8. Information will be made available to individuals with disabilities in an accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

9. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of $.25 per page. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

   If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

PROPOSED

Alsea School District 7J

Code: **KG**
Adopted: 7/12/16
Orig. Code: KG

Community Use of District Facilities

The Board supports the community education concept, which encourages the use of district facilities by community members for recreation, education and service activities. The following categories have been determined in order of priority for building and grounds usage:

1. Activities directly related to the required K-12 school program, including graduation;

2. Activities related to the extracurricular K-12 school program such as sports and seasonal programs;

3. Community school-sponsored programs such as classes and workshops;

4. Youth-related nonschool activities;

5. Adult-related nonschool activities.

The Board expects the users to treat the facilities with respect. A Building Use Request form must be submitted by the person or group to the school office in coordination with administrators of the involved facility. The users must agree to all guidelines on the Building Use Request form. The original copy of the agreement will remain in the school office, with copies distributed to the appropriate administrator, custodial staff and facility user.

Approval for using the facilities will be granted for a period not to exceed three months. Requests must be resubmitted if the user desires to continue usage.

Use of school facilities by district employees will be in accordance with Oregon Ethics laws.

The superintendent will encourage the involvement of staff, parents and the community in the development of specific building-use regulations.

END OF POLICY

Legal Reference(s):

ORS Chapter 244
ORS 260.432
ORS 332.107
ORS 332.172

Alsea School District 7J

Code: **KG-AR**
Revised/Reviewed: 7/12/16
Orig. Code: KG-AR

Community Use of District Facilities

1. Application for the use of any building or grounds of the district shall be made in writing to the superintendent's office. Such application shall be signed by an adult who will be responsible for the care of the facility. The application shall state the organization's name, the purpose for the facility use and the time of the proposed use.

   To assure reservations of the facility, applications shall be in the school office, far enough in advance to allow ample time to properly plan for the use of the facility, preferably 10 days before the date of use.

2. Upon approval, the application becomes a contract agreement between the district and the organization.

3. Payment, when required, for the use of the district facility shall be made to the superintendent's office within one week after the facility has been used, unless special arrangements have been made previously. Payment shall be in accordance with the contract agreement and the schedule of charges approved by the Board.

4. Request for the cancellation of the agreement shall be made to the superintendent's office not later than one day preceding the scheduled use of the facility. A regular charge shall be made in accordance with the contract agreement and schedule of charges for the facility engaged and not used unless such notice to cancel is given.

5. The Board reserves the right to cancel at any time, any and all agreements for the use of its facilities. The superintendent is hereby authorized to cancel at any time, any and all agreements issued for the use of its facilities when ~~he/she~~ deems such action is necessary for the best interests of the district.

6. The superintendent is authorized to make a reasonable exception to the rules and regulations covering the community use of the buildings.

7. Any damage to the district property (i.e., school grounds and buildings) shall be assumed by the sponsoring parties. The district facility shall be left in the same condition as found.

8. When any group from categories 1-3 uses district facilities, an employee must be present to open and close the building. An additional charge will be made when overtime is required.

9. The public is welcome to use school grounds for recreational purpose. This privilege is solely for those recreational activities which neither endanger the safety of students nor interfere with their play and which will not damage district property or interfere with the rights of nearby residents or 'the public.

10. Groups or organizations granted the use of district buildings or facilities must confine their activities to that part of the building or facility for which the application was made.

11. Persons or groups using the gymnasium for recreational purposes shall be required to wear tennis shoes or gym shoes.

12. The use of tobacco in a public school building is prohibited, unless special permission is obtained.

13. The use of alcoholic liquors in any form shall be prohibited in the school buildings or on school grounds.

14. The maximum number of people permitted in the building shall be restricted to the Fire Marshall requirements.

15. The Board assumes no responsibility for properties left on the premises.

16. The applicant is held responsible for the preservation of order.

17. The Board or its representative must have free access to all rooms at all times.

18. The use of school equipment is not included in the facility usage contract. Any use of school equipment is prohibited unless permission is obtained.

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The Usage Fee and Deposit Which May be Charged is Based on:

	Usage Fee Per Hour	**Usage Per 8 Hour Day**	**Fee Deposit**
Regular Classrooms	$4	$20	$20
Home Economics Room	$6	$30	$30
Library	$6	$30	$30
Gymnasium	$8	$40	$40
Gymnasium and Locker Rooms	$10	$50	$50

Alsea School District 7J

Code: **KGB**
Adopted: 6/13/17
Orig. Code(s): KGB

Public Conduct on District Property

No person on district property or grounds, including parking lots, will:

1. Injure or threaten to injure another;

2. Damage the property of another or of the district;

3. Initiate or circulate a report, one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe or other emergency that will take place in or upon a school;

4. Violate parking regulations;

5. Drive a vehicle in an unsafe manner;

6. Operate an unmanned aircraft system (UAS) or drone unless granted permission from the superintendent or designee, as prohibited by Board policy ECACB - Unmanned Aircraft System (UAS) a.k.a. Drone;

7. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the Board, superintendent, principal or other authorized administrator;

8. Enter any portion of district premises at any time for purposes other than those which are lawful and authorized by district officials;

9. Bring, possess or use a weapon as prohibited by state and federal law;

10. Possess, consume, sell, give or deliver unlawful drugs and/or alcoholic beverages. Possess, sell, give or deliver drug paraphernalia;

11. Use, distribute or sell tobacco products or inhalant delivery systems;

12. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other item that is evidence of membership or affiliation with any gang. Use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;

13. Willfully violate Board policies, administrative regulations or school rules designed to maintain public order on district property.

Persons having no legitimate purpose or business on district property, or those violating or threatening to violate the above rules, may be issued a trespass citation, ejected from the premises and/or referred to law enforcement officials.

END OF POLICY

Legal Reference(s):

ORS 161.015
ORS 164.245
ORS 164.255
ORS 166.025
ORS 166.155 to -166.165
ORS 166.210 to -166.370
ORS 332.172
ORS 336.109
ORS 339.883
ORS 431.840
ORS 433.835 to -433.990
ORS 806.060 to -806.080
OAR 333-015-0025 to -0090
OAR 581-021-0110
OAR 584-020-0040(4)(e),(g)

Gun-Free Schools Act, 20 U.S.C. § 7961 (2012).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).
Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2012).

Alsea School District 7J

Code: KGBB
Adopted:

Firearms Prohibited

{Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). Senate Bill (SB) 554 (2021) allows districts to prohibit even those with concealed carry licenses from carrying firearms by adopting a policy and posting notice at entry points.
OSBA considers this policy to be conditionally required because if the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees, the district does not need to adopt this policy.}

No person on grounds of the schools controlled by the Board (including in school buildings), will possess any firearm[1], except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the Board.[2] Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials[3].

[The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district's web pages designated for school board operations, identifying designated school grounds that are subject to this policy.]

END OF POLICY

Legal Reference(s):

ORS 161.015
ORS 164.245
ORS 164.255
ORS 166.210 - 166.370
ORS 297.405
ORS 332.107
ORS 332.172
ORS 339.315

[1] "Firearm" has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

[2] See Senate Bill 554 (2021).

[3] ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.

Gun-Free Schools Act, 20 U.S.C. § 7961 (2018).
Senate Bill 554 (2021).

PROPOSED

Alsea School District 7J

Code: KGC/GBK
Adopted:

Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems
(Version 2)

To be consistent with Oregon law, the use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all district- or school-sponsored activities.

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

Violation of this policy by staff may result in discipline up to and including dismissal.

Violation of this policy by the public may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.227
ORS 339.883
ORS 431A.175
ORS 433.835 to -433.990
OAR 581-021-0110
OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)
OAR 581-053-0430(12)
OAR 581-053-0531(11)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).

PROPOSED

Alsea School District 7J

Code: **KGC/GBK/JFCG**
Adopted: 7/12/16
Orig. Code: KGC/GBK/JFCG

Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

(Version 1)

(see updated version)

It is the district's obligation to protect the health, welfare and safety of students. To be consistent with Oregon law and district curriculum, student possession, use, distribution or sale of tobacco products or inhalant delivery systems in any form on district premises, at school-sponsored activities, on or off district premises, on all district grounds, including parking lots, in district-owned, rented or leased vehicles or otherwise, or while a student is under the jurisdiction of the school is prohibited.

The use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all school-sponsored activities.

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include USFDA-approved tobacco products or other therapy products used for the purpose of cessation.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include USFDA-approved tobacco products or other therapy products marked and sold solely for the approved purpose.

Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the district must follow the requirements of Board policy JGDA/JGEA - Discipline of Students with a Disability, including those involving functional behavioral assessment, change of placement, manifestation determination, and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.

Violation of this policy by nonstudents may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times. The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 167.400
ORS 332.107
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS 339.883
ORS 431.840
ORS 433.835 to- 433.990

OAR 581-021-0050 to -0075
OAR 581-021-0110
OAR 581-022-0413
OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)
OAR 581-053-0430(12)
OAR 581-053-0531(11)
OAR 581-053-0630

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).

DELETE

Alsea School District 7J

Code: KGF/**EDC**
Adopted: 7/12/16
Orig. Code: KGF/EDC

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

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: **KI**
Adopted: 7/12/16
Orig. Code: KI

Public Solicitation in District Facilities

~~Students and staff are to be protected from intrusions by announcements, posters, bulletins and communications of any kind from individuals and organizations not directly connected with the schools.~~ Fund raising and solicitation by non-school agencies or for non-school activities during school hours will not be permitted without prior approval of the [superintendent and/or principal].

~~The solicitation and sale of travel services to students may be permitted with approval of the superintendent on district property, at activities under the jurisdiction of the district and at interscholastic activities administered by a voluntary organization approved by the State Board of Education (i.e., Oregon School Activities Association).~~

~~'This includes sale of services to students by any person or group that sells, provides, furnishes, contracts for, arranges or advertises travel services.~~
Demonstrations of services or materials and canvassing of students or employees for the purpose of selling products or services shall not be permitted in either the district's schools or grounds, unless authorized by the superintendent.

No non-school-sponsored organization or individual may solicit funds or sell tickets within the district without first securing permission through the superintendent.

Whenever possible, solicitation should occur during non-classroom time.

The administration of surveys, questionnaires and requests for information by non-school-connected organizations are prohibited~~disallowed~~. Exceptions may be approved by the superintendent. In the event an exception is granted for the administration or distribution of a survey created by a third party, the district will provide an opportunity for the student's parent to inspect such survey upon request, before the survey is administered or distributed by a school to a student.~~, as required by the No Child Left Behind Act of 2001 (NCLBA).~~ Any district survey containing any "covered survey items"[1] ~~as defined by NCLBA,~~ may also be inspected by parents.

Parents may also request that their student be excused from participation in such surveys. Requests may be submitted in accordance with the provisions of Board policy KAB - Parental Rights and accompanying administrative regulation.

[1] "Covered survey items" ~~under the NCLBA~~ include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

As required by law, the superintendent shall ensure that notification is provided to parents of students at least annually at the beginning of the school year or when enrolling students for the first time in school, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled. The rights provided to parents under this policy transfer to the student when the student turns 18 years of age~~old~~ or is an emancipated minor under applicable state law.

The district recognizes its responsibility to protect student privacy. Personal information that may be collected as a result of such surveys will be released only with prior, written parental permission, unless as otherwise provided by law~~NCLBA~~ and/or the provisions of Board policy JOB - Personally Identifiable Information.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.880

32 OR. ATTY. GEN. OP. 209 (1965)
46 OR. ATTY. GEN. OP 239 (1989)
Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).
Every Student Succeeds Act, 20 U.S.C. § 7928 (2012).
Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

Alsea School District 7J

Code: KJ
Adopted:

Commercial Advertising

(Version)

(Prohibits commercial advertising.)

(highly recommended policy, 2 versions to select from)

It is the intent of the Board to protect the teaching and learning environment from advertising and the promotion of products and services by commercial, cultural, organizational or other nonschool interests in district schools. Schools are not the appropriate forums to be used to advertise, promote or disseminate materials for commercial, profit-oriented businesses. Consequently, the district prohibits employees or other persons acting on behalf of the district to enter into any contract or agreement for:

1. Exclusive advertising of any product or service through district programs, services or activities to any person, business or corporation;

2. Any product or service that requires the dissemination of advertising materials to staff, students, parents or others, or that allows any person, business or corporation to gather or obtain information from students for market research or other nonschool purposes;

3. Endorsement of a product or service or which implies district endorsement;

4. Naming rights to district property in exchange for goods, services or monetary considerations.

"Commercial advertising," as used in this policy means the use by any person, company, business or corporation, for personal or private gain, of any district media including, but not limited to, school newspaper, yearbook or other printed material, flyer or circular; [radio, television,] video or any other electronic technology; or indoor or outdoor signage designed to:

1. Transmit a message offering any goods or services;

2. Cause or induce any other person to purchase any goods or services;

3. Increase demand for any goods or services.

Contracts entered into prior to the implementation date of this policy will not be renewed.

Only when advertising or promotional materials are for noncommercial purposes may they be posted, distributed, used or sold in or by the schools. The superintendent or designee will evaluate and approve or disapprove all requests from district staff and nonschool interests.

The superintendent may, at his/her option, refer specific requests to the Board for action.

END OF POLICY

Legal Reference(s):

ORS 279B.055
ORS 279C.335
ORS 332.107
ORS 339.880

Alsea School District 7J

Code: KJ
Adopted:

Commercial Advertising

(May permit some commercial advertising as approved.)

The Board recognizes that district-sponsored commercial advertising may provide an important source of revenue for its programs and activities. Such sales may be permitted as approved by the superintendent or designee and by this policy.

"Commercial advertising" as used in this policy means, use by any person, company, business or corporation, for personal or private gain, of any district media, including, but not limited to, school newspaper, yearbook or other printed material, flyer or circular, radio, television, video or any other electronic technology or indoor or outdoor signage designed to:

1. Transmit a message offering any goods or services;

2. Cause or induce any other person to purchase any goods or services;

3. Increase demand for any goods or services.

Commercial advertising approved by the district must be consistent with district mission, goals, Board policies and administrative regulations; promote positive values for district students through proactive educational messages that encourage student achievement and high standards of personal conduct.

The superintendent may consider for approval revenue-enhancing activities that include, but are not limited to, contracts or agreements for:

1. Exclusive advertising of any product or service throughout the district or at specified locations or times to a person, business or corporation in exchange for goods or services (e.g., scoreboards, electronic message boards, athletic gear, exclusive right to sell beverages, bottled water, snacks, meals, etc.);

2. Products or services that require the dissemination of advertising to staff, students, parents or others or allow any person, business or corporation to obtain information from staff, students, parents or others for the purposes of market research;

3. The use of district facilities or grounds in exchange for products, services or financial considerations (e.g., cell phone towers, etc.);

4. Technology hardware, software, satellite hook-up and/or access in exchange for free or reduced prices and/or fees and/or advertising rights, or agreement to use equipment a certain number of hours of the day, month, etc.;

5. Naming rights to district property in exchange for goods, services or monetary considerations.

Contracts shall include a provision allowing the district to terminate the contract if it is determined by the district to have an adverse impact on district programs, services or activities. Revenue derived shall be used for programs, services and/or activities as determined by the district.

All contracts considered for approval are subject to the competitive procurement requirements of Board policies DJ - District Purchasing, DJC - Bidding Requirements and the local contract review board's public contracting rules. Competitive procurement as used in this policy includes monetary as well as in-kind contributions (i.e., scoreboards, computers, other equipment or materials).

The superintendent will develop administrative regulations as needed for implementation of this policy.

END OF POLICY

Legal Reference(s):

ORS 279B.055
ORS 279C.335
ORS 332.107
ORS 339.880

PROPOSED

Alsea School District 7J

Code: KJ-AR
Revised/Reviewed:

Commercial Advertising

Commercial advertising in district schools may be permitted by the superintendent or designee subject to the following. Schools, with prior approval, may:

1. Publish advertising in any school newspaper, other school periodical, school or district publication, web page or yearbook;

2. Distribute advertising or market research as part of a district-approved curriculum on advertising, marketing or media literacy, etc.;

3. Post signs of school, district or public appreciation for financial or other support from any person, business or corporation for the educational program in any school in the district;

4. Use free educational materials with incidental advertisements;

5. Permit demonstrations of educational materials and equipment;

6. Cooperate with nonprofit community organizations in making or posting announcements or distributing program materials that supplement the school program provided that such cooperation does not interfere with the school program and is consistent with the mission, goals and policies of the district;

7. Utilize films or other educational materials and instructional aids, including newspapers and magazines in either print or electronic form furnished by private sources, when the advertising content is reasonable in the judgment of the superintendent or designee;

8. Permit participation, on a student-option basis, in essay, art, science and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program;

9. Release promotional material for nonschool athletic and cultural events through appropriate school departments;

10. Accept limited advertising on extracurricular activity schedules and programs.

Other exceptions may be approved when, in the judgment of the superintendent or designee, students of the district will benefit.

There may be no obligation on the part of students or staff to sell products, make purchases or distribute information.

The use of any advertising for alcohol or tobacco products in district publications or for any other purpose inconsistent with Board policies and administrative regulations is prohibited.

No activity which requires staff or students to assist in promoting campaigns (financial, charitable, educational or otherwise) will be permitted without the express permission of the superintendent.

PROPOSED

Alsea School District 7J

Code: **KJA**
Adopted: 7/12/16
Orig. Code: KJA

Materials Distribution**

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home shall be submitted to the school administration. Materials and~~themselves as well as~~ the proposed method of distribution shall be subject to review.

Materials shall be reviewed based on legitimate educational concerns. Such concerns include: the material is or may be defamatory; the material is inappropriate based on the age, grade level and/or maturity of the reading audience; the material is poorly written, inadequately researched, biased or prejudiced; the material contains information that is not factual; the material is not free of racial, ethnic, religious or sexual bias; or the material contains advertising that violates public school laws, rules and/or policy, is deemed inappropriate for students or that the public might reasonably perceive to bear the sanction or approval of the district.

The administration shall determine distribution procedures. Such procedures may include:

1. Distribution to each student before or after class if materials are not directly related to the instructional goals;

2. Notification to students or parents of the availability of the materials in a specified location if this procedure is deemed less disruptive to the educational process; or

~~3. Inclusion of materials in a direct mailing; or~~

~~4.~~3. Solicitation of school -related groups such as parent organizations to distribute~~disseminate~~ materials.

The practice of distributing pamphlets, booklets, flyers, brochures and other similar materials shall be periodically reviewed to ensure that the mere volume of requests has not become an interruption to the educational process.

END OF POLICY

Legal Reference(s):

ORS 332.107

46 OR. ATTY. GEN. OP. 239 (1989).

Alsea School District 7J

Code: **KK**
Adopted: 7/12/16
Orig. Code: KK

Visitors to District Facilities**

The Board believes that a better understanding of its educational program and improved relationship between the schools and community can be developed through school and classroom visitations of parents and patrons. Such visitations should be encouraged, arranged and permitted within considerations of the requirements of the educational program, the orderly administration of the school, school grounds and classrooms and the safety and welfare of students and staff.

The district is responsible for the schools' supervision and administration. To ensure that school work is not disrupted and that visitors are properly directed to the areas in which they are interested, all visitors to district facilities must report to the school office upon entering school property.

1. Teachers' work must not be impeded by interruption of visitors or by unreasonable demands on their time.

2. Visitors must not contact individual students except as authorized by the principal and/or teachers.

~~The Board encourages parents and other district citizens to visit the school and classrooms at any time to observe the work of students, teachers and other employees.~~

~~To assure that no unauthorized persons enter the school, all visitors will report to the office when entering and will receive authorization to visit elsewhere in the building. Photo identification may be requested and without photo identification authorization may be denied.~~

~~Any unauthorized person on district property will be reported to the principal or superintendent. The person may be asked to leave. Police may be called if the situation warrants such measures.~~

3. ~~Students will not be permitted to bring visitors to school without prior approval of~~ When in the interest of orderly educational programs and the safety of students it is determined by the principal that some specific visitor or visitors shall not be permitted to enter the school facilities, the ~~. The~~ principal shall do the following:

   a. Advise the person that admission is refused and give that person an explanation for the refusal;
   b. If possible and appropriate, attempt to arrange alternative visitation of school facilities.

4. A visitor~~will collaborate~~ with permission to visit may be directed to leave when any ~~the~~ teacher or administrator reasonably believes the visitor has engaged in physical violence, loud or disruptive speech or behavior, violation of a posted school rule or illegal conduct.

   A visitor may also be directed to leave by the staff member administratively in charge of the building if the visit would be disruptive to the educational program or school order; would impede the work of teachers through visitor's interruptions or unreasonable demands on teacher time; or if

the visitors' course of conduct would conflict with Board policies, district or building regulations or would violate the law.

A direction to leave revokes any permission to visit or license to enter. Whenever possible, the direction should~~involved before granting approval. In each instance, at least 24 hours notice will~~ be given in writing or followed by written notice which identifies the issuer and gives a brief statement of the reason for the direction to leave. The principal's office should be notified of any direction to leave and given a copy of any written notice.

5. Those who insist on remaining despite a principal's request to leave and who thereby create a disruption of the carrying on of school business are subject to citizen's arrest and a report made to law enforcement. Failure to leave will render a visitor liable for criminal trespass pursuant to Oregon law.

6. Any visitor who believes that they have had a visit unfairly limited, may request a meeting with the superintendent. The superintendent shall meet with the visitor, investigate the dispute and render a written decision. The superintendent's decision may be appealed to the Board.

7. Any visitor who commits a violent act or threatens to commit a violent act toward a student or staff member while on school grounds, at a school-sponsored event or on the way to and from school, shall be reported immediately to the principal and the superintendent. The superintendent shall immediately contact any student or staff member involved.

END OF POLICY

Legal Reference(s):

ORS 164.245
ORS 164.255
ORS 166.025
ORS 166.155 to -166.165
ORS 332.107
ORS 339.327

Alsea School District 7J

Code: **KL**
Adopted: 12/16/21
Orig. Code(s): KL

Public Complaints */**

The district will develop and implement effective means of resolving complaints voiced by employees, students, parents of a student who attends school in the district or persons who reside in the district and will use recognized channels of communication.

The Board advises that the process for resolving a complaint as follows:

1. Teacher/Employee;

2. Principal/Supervisor;

3. Superintendent/Designee;

4. Board.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

If a complaint addresses one or more of the issues identified below, a complainant should use the complaint process available in any of the following policies and administrative regulations (AR):

1. Discrimination or harassment on a basis protected by law: Board policy AC, AC-AR;

2. Bias incidents or display of symbols of hate: Board policy ACB, ACB-AR;

3. Sexual harassment (staff): Board policy GBN/JBA, GBN/JBA-AR(1), GBN/JBA-AR(2);

4. Sexual harassment (student): Board policy JBA/GBN, JBA/GBN-AR(1), JBA/GBN-AR(2);

5. Workplace harassment: GBEA, GBEA-AR;

6. Hazing, harassment, intimidation, bullying, menacing, or cyberbullying (staff): Board policy GBNA, GBNA-AR;

7. Hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence (student): Board policy JFCF, JFCF-AR;

8. Sexual conduct with a student (staff): Board policy GBNAA/JHFF, GBNAA/JHFF-AR;

9. Sexual conduct with a student (student): Board policy JHFF/GBNAA, JHFF/GBNAA-AR;

10. Instructional resources or instructional materials: Board policy IIA, IIA-AR;

11. Complaints regarding the Talented and Gifted Program (TAG): Board policy IGBBC, IGBBC-AR.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and~~an~~ action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

A complaint of retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule, or regulation, should be reported to the superintendent.

Complaints against the principal should be filed with the superintendent. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board chair should be referred directly to the Board vice chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the district.

The superintendent will administer the complaint process, as appropriate, established by administrative regulation KL-AR(1) – Public Complaint Procedure.

If a complainant, who is a parent or guardian of a student who attends school in the district, a student, or a person who resides in the district, alleges a violation of Oregon Administrative Rule (OAR), Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS. 659.852 (Retaliation) and the complaint is not resolved through the complaint process, the complainant may appeal[1] the district's final decision to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023 (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction).

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

Charter Schools of which the District Board is a Sponsor

The district Board, through its charter agreement with Alsea Charter School sponsored by the district board through a board resolution through this policy, will not review an appeal of a decision reached by the Board of the Alsea Charter School on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of Alsea Charter School as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.107
ORS 659.852
OAR 581-002-0001 – 002-0005
OAR 581-022-2370

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Alsea School District 7J

Code: **KL-AR**
Revised/Reviewed: 6/13/17
Orig. Code(s): KL-AR

Public Complaint Procedure

Initiating a Complaint: Step One

Any member of the public who wishes to express a complaint should discuss the matter with the school employee involved.

The Administrator: Step Two

If the complainant is unable to resolve a problem or concern at step one, within five working days of the meeting with the employee, the complainant may file a written, signed complaint with the principal. The principal shall evaluate the evidence complaint and render a decision within five working days after receiving the complaint.

The Superintendent: Step Three

If such a discussion with the principal Step 2 does not resolve the complaint, within 10 working days of the meeting with the principal, the complainant, if he/she wishes to pursue the action, shall file a signed, written complaint with the superintendent clearly stating the nature of the complaint and a suggested remedy. (A form is available, but is not required.)

The superintendent shall investigate the complaint, confer with the complainant and the parties involved and prepare a written report of his/her findings and his/her conclusion and provide the written report to the complainant within 10 working days after receiving the written complaint.

The Board: Step Four

If the complainant is dissatisfied with the superintendent's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the complainant complaint and to hear and evaluate such any other evidence as it deems appropriate. Generally all parties involved, including the school administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations and clarifying the issues.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon Revised Statutes.

The complainant shall be informed of the Board's decision within 20 working days from the hearing of the appeal by the Board. The Board's decision will be final.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the principal.

Complaints against the principal may be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board may refer the investigation to a third party. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair and may be referred to district counsel on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule that the for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the Board level, the district will supply the complainant with appropriate information in order to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rule (OAR) 581-022-1940.

ALSEA SCHOOL DISTRICT
COMPLAINT FORM

TO: ☐ District Office ☐ _____ (Name of School)

Person Making Complaint _____

Telephone Number _____ Date _____

Nature of Complaint _____

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

Suggested solution/resolution/outcome: _____

Office Use: Disposition of Complaint: _____

Signature: _____ Date: _____

cc: District Office

Alsea School District 7J

Code: **KN**
Adopted: 7/12/16
Orig. Code: KN

Relations with Law Enforcement Agencies

The Board recognizes that districtwide cooperation with law enforcement agencies is essential for the protection of staff and students, for maintaining a safe environment in district schools and for safeguarding district property.

Programs and activities designed to enrich district curriculum and to develop and promote good citizenship and a healthy attitude toward law enforcement agencies and officials will be encouraged by the district. Law enforcement participation in such programs and activities is encouraged.

Law enforcement officials may enter school facilities if a crime has been committed on district property or to investigate matters concerning staff and students upon request initiated by either agency officials or by district administrators.

The superintendent will develop administrative regulations to implement this policy, including procedures for handling investigations, administrator requests for assistance and required referrals to law enforcement agencies.

END OF POLICY

Legal Reference(s):

ORS 329.150 ORS 419B.015 ORS 419B.045

Letter Opinion, Office of the Attorney General (August 18, 1986).
Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F. 3d 1201 (9th Cir. 2011).

Alsea School District 7J

Code: **KN-AR(1)**
Revised/Reviewed: 7/12/16
Orig. Code: KN-AR(1)

Relations with Law Enforcement Agencies

~~**School-Police Liaison Program**~~

~~1. The superintendent or designee will serve as the program coordinator for the district's School-Police Liaison Program.~~

~~2. Each year the administration will meet with law enforcement officials to discuss:~~

~~a. Whom the school/law enforcement official should call for suspected violations of the law occurring on district property or other common needs;~~
~~b. How school representatives should handle evidence of a suspected crime/contraband, etc.;~~
~~c. Board policy and procedures related to law enforcement officials' requests for access to and questioning of students on district property and district parent notification requirements;~~
~~d. Applicable provisions of district emergency plans and security procedures;~~
~~e. Special event needs.~~

~~3. District curriculum will be reviewed annually to include K-12 age-appropriate instruction in safety, violence prevention/conflict resolution and citizenship to increase students' awareness of their rights and responsibilities within society. Instruction will emphasize prevention.~~

~~4. Law enforcement involvement in such district programs and activities including Drug Awareness Resistance Education (DARE) and Gang Resistance Education and Training (GREAT) will be encouraged.~~

~~5. Active involvement of related community agencies and organizations will be encouraged in an effort to broaden the reference base in the development of district programs and activities and to establish a link for sharing resources.~~

~~6. A survey will be conducted annually to evaluate the School-Police Liaison Program and to assist with the development of the program's yearly goals and objectives.~~

Request to Interview a Student or to Conduct an Investigation by Law Enforcement (Other ~~Initiated Requests~~ Investigations

~~1. Interview/Investigations)~~ ~~of Students~~

a. Interviews or investigations by law enforcement officials not based on allegations of abuse of a child, a warrant for an arrest or search or probable cause that an illegal act or crime is occurring or has been committed on district property, may be permitted upon request and with principal or designee approval.
b. The law enforcement official shall contact the administrator, properly identify himself/herself, inform the administrator of the nature of the investigation and provide the name of the student to be interviewed.

c. The administrator shall verify and record the identity of the law enforcement official or other authority.
d. Requests to interview a student during school hours should be, in the opinion of the administrator, important and urgent to justify interrupting school activities.
e. The administrator will attempt to notify the student's parent(s) prior to granting the interview. If the parent(s) does not give consent to have their child~~his/her son/daughter~~ interviewed, then the interview should not take place.
f. If the parent(s) cannot be contacted, the administrator may grant permission for the questioning to proceed if the student agrees to be interviewed or in the event of compelling emergency circumstances.
g. If the administrator has been unable to contact the parent(s) then the administrator shall make a reasonable attempt to notify the parent(s) as soon as possible after the interview.
h. All such interviews shall be conducted in privacy, out of the view of staff, students and others.
i. An administrator shall be present at all times during the interview unless the student's parent(s) is present and asks the administrator not to participate or the district official is otherwise prohibited from being present by law.
j. The ~~building~~ administrator shall maintain a written record of all such interviews conducted.

2. **Questioning of a Student Suspected of a Crime, Arrest of a Student or Taking a Student into Custody**

a. When a student is a suspect in a criminal act and is to be questioned by a law enforcement official for the purpose of establishing involvement in the act, questioning will be allowed on district property only with parental consent. Normally, such questioning should occur outside school hours, off district property.
b. At no time will a student be released to a law enforcement~~an~~ officer without one of the following:

(1) A warrant;
(2) A court order;
(3) Arrest;
(4) Protective custody resulting from ~~child~~ abuse of a child investigation;
(5) Permission of the parent.

c. In all cases, other than ~~child~~ abuse of a child cases, where a student is to be taken from the building by a law enforcement official, the administrator will verify the official's identity and make a reasonable effort to notify the student's parent(s). Law enforcement officials have the primary responsibility for notifying the parent(s) in such instances. Administrators must request law enforcement officials to complete the appropriate form provided by the district. (See KN-AR(2) - Investigations Conducted on District Premises)

Abuse of a Child Investigations

~~d. Any investigation of child abuse will be directed by Department of Human Services or law enforcement officials as required by law. The administrator or designee will request documentation from the investigating official demonstrating that the official has a warrant, a court order, exigent circumstances or parental consent to conduct the interview. If the investigating official does not have this documentation, the administrator may deny the official's request to interview the student on school property. The administrator or designee may be present at the interview of the student at the discretion of the investigating official.~~

~~When the subject matter of the interview or investigation involves child abuse, administrators and district employees shall not notify the parent.~~

3. Any investigation of abuse of a child will be directed by the Oregon Department of Human Services (DHS) or law enforcement officials as required by law. The DHS or law enforcement agency will first notify the administrator of the investigation, unless the administrator is a subject of the investigation. The administrator or designee must request the investigating official fill out the appropriate form (See JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises). If the investigating official refuses to fill out or sign the form, the administrator may complete the form but should not deny the official's request to interview the student on school property. If the investigating official does not have adequate identification the administrator shall refuse access to the student. The administrator or designee may be present at the interview of the student at the discretion of the investigating official. When the subject matter of the interview or investigation involves abuse of a child, administrators and school employees shall not notify the parents.

Administrator -Initiated Requests

On occasion, principals may need, or be required to seek law enforcement assistance. Any student violation of the district's weapons policy shall be reported to the appropriate law enforcement agency. Abuse of a child also requires immediate referral to the DHS~~Department of Human Services~~ or law enforcement officials. Additionally, principals and/or designee(s) may report to law enforcement officials, other violations of law occurring on district property or at school-sponsored activities as deemed appropriate.

(DISTRICTS MAY ADD ADDITIONAL STUDENT VIOLATIONS THAT ADMINISTRATORS ARE REQUIRED TO REPORT TO LAW ENFORCEMENT OFFICIALS, AS APPROPRIATE.)

Alsea School District 7J

Code: **KN-AR(2)**
Revised/Reviewed: 7/12/16
Orig. Code(s): KN-AR(2)

Abuse of a Child or Other Investigations Conducted on School Premises

~~Any investigation of abuse of a child will be directed by the Oregon Department of Human Services or law enforcement officials as required by law. When an administrator is notified that the Department of Human Services or law enforcement would like to interview a student at school, the administrator must request that the investigating official provide the information below. Failure to meet one of the five criteria may result in the administrator's refusal to allow the student interview on district property.~~

When an administrator is notified that law enforcement would like to interview a student at school for the purpose of an investigation that is not related to abuse of a child, the administrator must request that the investigating official provide the information below. Failure to meet one of the five criteria may result in the administrator's refusal to allow the student interview on district property.

I, _____ (Name) of _____ (Agency) declare that I have the authority to conduct this student interview based on the following:

1. ☐ Warrant (attach copy)

2. ☐ Court order (attach copy)

3. ☐ Exigent circumstances (briefly describe): _____

4. ☐ Parental consent

   Parent or guardian's name: _____

   Date consent granted: _____

5. ☐ This interview is not considered a "seizure" pursuant to state and federal law.

_____ _____
Signature of interviewer Date

_____ _____
Name of student to be interviewed Date of interview

☐ Student not available for interview
☐ Student refused to be interviewed

_____
Name of school official (administrator/ designee) receiving this form

This form should be placed in a separate file and not in student's educational record file.

Alsea School District 7J

Code: **LBEA**
Adopted: 7/12/16
Orig. Code(s): LBEA

Resident Student Denial for Virtual Public Charter School Attendance**

The district will annually, calculate the percentage of the number of students residing in the district, who are enrolled in a virtual public charter school not sponsored by the district. When the established percentage is more than three percent, the district will not approve additional students enrollment to a virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305 (2).

The district may send a notice of approval or disapproval to a parent[1] of a student who has sent a notice to the district of intent to enroll the student in a virtual public charter school not sponsored by the district (see OAR 581-026-0305 (3)). The district may respond with an approval or disapproval to a parent within eight business days[2] of receipt of the notice from the parent.

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

2. The number of students residing in the district enrolled in public charter schools located in the district;

3. The number of students residing in the district enrolled in virtual public charter schools;

4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and

5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

END OF POLICY

Legal Reference(s):

[1] "Parent" means parent, legal guardian or person in "parental relationship" as defined in Oregon Revised Statute (ORS) 339.133.

[2] If a parent does not receive a notice of approval or disapproval from the district within 14 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district.

ORS 332.107 ORS 338.125	OAR 581-026-0305 OAR 581-026-0310

Alsea School District 7J

Code: **LGA**
Adopted: 7/12/16
Orig. Code: LGA

Compliance with Standards

(this is now included in the complaint process)
The Board recognizes the need to comply with the educational standards as outlined by the State Board of Education.

It is also recognized that a district may petition the State Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined the request conforms with the intent of the standards, the state superintendent shall recommend the waiver to the State Board of Education.

The district will maintain a record of any waivers which have been requested by the district and approved by the State Board of Education.

Procedures shall be developed whereby residents of the district or any parent of students attending school in the district may make an appeal or complaint alleging violation of standard. The district shall also include a procedure for direct appeal to the State Superintendent of Public Instruction of an alleged standards violation.

END OF POLICY

Legal Reference(s):

ORS 327.102
ORS 327.103
ORS 329.085
ORS 336.035 to -336.086
OAR 581-022-0102 to -1941

Alsea School District 7J

Code: **LGA-AR(1)**
Revised/Reviewed: 7/12/16
Orig. Code: LGA-AR(1)

Public Appeals and Complaints about Alleged Violations of Standards

The Board recognizes a need to implement a procedure for the prompt resolution of complaints alleging violations of standards as outlined by the Oregon Department of Education (ODE). Standards include all those areas as outlined in the Standards for Public Schools provided by the ODE.

Any complainant who resides in the district or any parent of students attending school in the district qualifies to participate in the procedure[1] described below:

1. All complaints received by school personnel shall be reported immediately to the principal;

2. Within five days of receipt of the complaint, the principal shall encourage the complainant to discuss the nature of the alleged standard violation and the complainant shall be given the opportunity to talk to the instructor involved;

3. If after the conference with the instructor involved the complainant wishes to pursue the matter further, he/she may request and shall be supplied with a printed form, Request For Investigation of Standard (Exhibit A), which must be filled out and submitted by the complaintant within five days of the conference with the involved instructor, to the district's administrator in charge of standards . The written complaint received will be forwarded, within five days of receipt, to the superintendent. The standard which is the subject of the complaint shall not be altered pending final action by the Board;

Choose one of the options for the remaining language – Option 1 or Option 2 – delete the other.

[***Option 1***

4. Upon receipt of the complaint by the superintendent, and within [five] days of receipt of the complaint, the superintendent may arrange for a review committee to include, but not be limited to:

   a. The superintendent or designee;
   b. An administrator, chosen by the superintendent;
   c. A Board member, appointed by the Board chair;
   d. A lay person, appointed by the Board chair; and
   e. The appropriate content area specialist, coordinator or director.

5. The committee shall meet as soon as reasonably possible and return a written report of its findings to the superintendent within three weeks of its appointment.

[1] The total timeline for the procedures used to process the complaint, will not be longer than 90 days from receipt of the initial filing of the written complaint.

The committee may recommend that the matter be determined to be:

a. In total compliance;
b. In partial compliance (specification shall be stated for total compliance);
c. In noncompliance.

6. The superintendent shall immediately report the recommendation of the review committee to the Board at the next regularly scheduled board meeting. Following review of the committee's recommendation the Board will make a decision. The Board's decision shall be final. The decision of the Board shall be transmitted to the committee members and to the complainant within [20] days of the final decision, in writing, that clearly establishes the legal basis for the decision, findings of fact and conclusions of the law.

The district's final decision may be appealed to the State Superintendent of Public Instruction.]

[***Option 2***

4. Upon receipt of the complaint by the superintendent, and within [five] days of receipt of the complaint, the superintendent shall investigate the complaint and make a recommendation to the Board.

5. The Board shall review the superintendent's recommendation at the Board's next regularly scheduled board meeting. Following review of the superintendent's recommendation by the Board, the Board shall make a decision. The Board's decision shall be final. The decision of the Board shall be transmitted to the superintendent and to the complainant within [20] days of the final decision, in writing, that clearly establishes the legal basis for the decision, findings of fact and conclusions of the law.

The district's final decision may be appealed to the State Superintendent of Public Instruction.]

DELETE

EXHIBIT A

REQUEST FOR INVESTIGATION OF A STANDARD

Date: _____

Request Initiated By: _____ (Print Name)
Mailing Address: _____
Email Address: _____ Phone: _____
Resident of: _____ (Print name of school district)

To: [Name of School District]
[Address of School District]

Person Making Request Represents:
☐ Self
☐ Group

Name of Group: _____

1. What is the standard?

2. What is the alleged violation?

3. What is the recommendation(s) to rectify the alleged violation?

Signature: _____ Date: _____

Received by superintendent on _____
Date

DELETE

Alsea School District 7J

Code: **LGA-AR(2)**
Revised/Reviewed: 7/12/16
Orig. Code: LGA-AR(2)

Appeal to the State Superintendent For Alleged Standards Violation

After exhausting local procedures, as described in the policy and administrative regulation "Public Appeals and Complaints About Alleged Violation of Standards" or 90 or more days after filing a written complaint alleging violation of standards with the district (whichever occurs first), any complainant who resides in a district or any parent of students attending school in the district may make a direct appeal to the State Superintendent of Public Instruction.

1. The appeal shall be in writing and contain:

    a. The name and address of the person bringing the appeal and the district in which that person resides;
    b. The name and address of the district which is alleged to have violated standards; and
    c. A brief statement indicating how the district is alleged to have violated standards.

2. Upon receipt of the appeal, the State Superintendent will review the appeal and determine whether a violation of standards has been properly alleged, and the requirements contained in section 2. of Oregon Administrative Rule (OAR) 581-022-1940 have been satisfied. After these determinations, the State Superintendent will either, not accept the appeal and will notify the complainant and the district, or will accept the appeal and notify the complainant and the district that the appeal has been accepted.

3. Upon receipt and acceptance of the appeal, the State Superintendent will give notice of acceptance of the appeal to the district. Within 30 days of receipt of notice from the State Superintendent, the district shall submit a written report with the State Superintendent which shall include:

    a. A statement of facts;
    b. A statement of action, if any, taken in response to the complaint; if none was taken, the reason(s) why no action was taken;
    c. A stipulation, if one was reached, of the settlement of the complaint; and
    d. A list of any complaints filed with another agency by the party concerning the subject of the appeal.

4. The state superintendent may for good cause extend the time for the filing of a report by the district.

5. Upon receipt of the district's report, the State Superintendent will take such action as is deemed appropriate, including, but not limited to:

    a. Authorizing an onsite investigation; and
    b. Conducting interviews, meetings and surveys, and reviewing documents, data and district procedures.

6. The State Superintendent will issue a written decision within 60 days of receiving the district's report or may extend the time period for issuing a written decision pursuant to OAR 581-022-1940.

7. The provisions of Oregon Revised Statutes (ORS) 327.103 will apply if a deficiency is found and deemed by the State Superintendent to be not corrected.

DELETE

EXHIBIT A

REQUEST FOR INVESTIGATION OF A STANDARD

Date: _____

Request Initiated By: _____ (Print Name)
Mailing Address: _____
Email Address: _____ Phone: _____
Resident of: _____ (Print name of school district)

To: [Name of School District]
[Address of School District]

Person Making Request Represents:

☐ Self

☐ Group
Name of Group: _____

1. What is the standard?

2. What is the alleged violation?

3. What is the recommendation(s) to rectify the alleged violation?

Signature: _____ Date: _____

Received by superintendent on _____
Date

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.

Hi Alsea School District 7J

Code: **JB**
Adopted: 3/11/21
Orig. Code: JB

Equal Educational Opportunity

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation, gender identity[1], race[2], religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

The district shall develop and implement an Equal Educational Opportunity Plan that assures that no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district.

A student or parent may also access and use the district's general complaint procedure through Board policy KL - Public Complaints.

All reports, complaints or information will be investigated.

The district will communicate the availability of policy and available complaint procedures to students and their parents through available district communication systems, and handbooks and will be published to the district website and made available at the district office during regular business hours.

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 192.630
ORS 326.051
ORS 329.025
ORS 332.107
ORS 336.086
ORS 659.850
ORS 659.852
ORS 659A.001
ORS 659A.003
ORS 659A.006
ORS 659A.103 - 659A.145
ORS 659A.400
ORS 659A.403
ORS 659A.406
OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2310
OAR 839-003-0000

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

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[1] ~~"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual's sex at birth.~~

[2] Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018).
House Bill 2935 (2021).
House Bill 3041 (2021).

Alsea School District 7J

Code: JBA/GBN
Adopted: 5/11/16
Orig. Code(s): JBA/GBN

Sexual Harassment
(Version 1)

(see updated version)
The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, staff or third parties by other students, staff, Board members or third parties. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events. "District" includes district facilities, district premises and nondistrict property if the student or employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the control of the district or where the employee is engaged in district business. The prohibition also includes off duty conduct which is incompatible with district job responsibilities.

Sexual harassment of students and staff shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;

2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff;

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

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexual gestures or obscene jokes, touching oneself sexually or talking about one's sexuality in front of others or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee or third party who has knowledge of conduct in violation of this policy or feels he/she is a victim of sexual harassment must immediately report his/her concerns to the principal, compliance officer

or superintendent, who has overall responsibility for all investigations. A student may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official. The student and the student's parents or staff member who initiated the complaint shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available to all students, parents of students and staff in student/parent and staff handbooks. The district's policy shall be posted in the grade 6 through 12 section of the school. Such posting shall be by a sign of at least 8 1/2" by 11".

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030
OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Alsea School District 7J

Code: JBA/GBN
Adopted:

Sexual Harassment
(Version 2)

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties[1] shall include:

1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

   a. Interferes with a student's educational activity or program;
   b. Interferes with a school or district staff member's ability to perform their job; or
   c. Creates an intimidating, offensive or hostile environment.

3. Assault when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member of third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the

[1] "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

conduct is not the product of sexual intent or a person finding another person, or another person's action, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
Eric Clendenin	Principal	541-487-4305	eric.clendenin@alsea.k12.or.us
Bart Rothenberger	Athletic Director	541-487-4305	bart.rothenberger@alsea.k12.or.us

These individuals are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. The athletic director is also designated as the Title IX Coordinator. *See* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately]report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

2. Staff member is protected and to promote a nonhostile work environment; or

3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;

2. Interviews with witnesses;

3. Review of video surveillance;

4. Review of written communications, including electronic communications;

5. Review of any physical evidence; and

6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;

2. Removal of third parties engaged in sexual harassment;

3. Additional supervision in activities;

4. Additional controls for district electronic systems;

5. Trainings and education for staff and students; and

6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;

3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;

4. Limiting attendance at district events; and

5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person[2] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[3]:

1. Name and contact information for all person designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

   a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
   b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol

[2] Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

[3] Remember confidentiality laws when providing any information.

policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size and font that allows the notification to be easily read; and

3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[4];

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or

[4] "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

PROPOSED

youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The athletic director is designated as the Title IX Coordinator and can be contacted at 541-487-4305. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.[5] The district shall treat complainants and respondents equitably by providing supportive measures[6] to the complainant and by following a grievance procedure[7] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant

[5] (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

[6] (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.[6] The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

[7] This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GNB-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.[8]

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.[9] The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary[10], or both.

No Retaliation

Neither the district or any person may retaliate[11] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign

[8] The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

[9] The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

[10] Of the United Stated Department of Education.

[11] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

Legal Reference(s):

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030
OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

PROPOSED

Alsea School District 7J

Code: JBA/GBN-AR(1)
Revised/Reviewed:

Sexual Harassment Complaint Procedure

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
Eric Clendenin	Principal	541-487-4305	eric.clendenin@alsea.k12.or.us
Bart Rothenberger	Athletic Director	541-487-4305	bart.rothenberger@alsea.k12.or.us

The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1 The district official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 1 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within 5 working days of receipt of the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent or designee in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the

superintendent's or designee's decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's or designee's decision in Step 2 is final[1].

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent or designee. The superintendent or designee will cause the required notices to be provided. The superintendent or designee will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

[1] If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

PROPOSED

Alsea School District]
301 S. 3rd St, Alsea, OR 97324
541-457-4305

P

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

R

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

O

Date and place of incident or incidents: _____

_____

Description of misconduct: _____

P

_____

_____

Name of witnesses (if any): _____

O

_____

_____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

S

_____

Any other information: _____

E

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

D

Signature: _____ Date: _____

Alsea School District]
301 S. 3rd St, Alsea, OR 97324
541-457-4305

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

_____

_____

_____

_____

Any Other Information: _____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

PROPOSED

Alsea School District 7J

Code: JBA/GBN-AR(2)
Adopted:

Federal Law (Title IX) Sexual Harassment Complaint Procedure

Additional Definitions

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the district's Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary or secondary school.[1]

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent[2] and requesting that the district investigate the allegation of sexual harassment.[3]

"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.[4] The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures.

Formal Complaint Procedures

Upon receipt of a formal complaint, the district will provide the parties[5] written notice of the following:

1. Notice of the district's grievance process, including any informal resolution process.

[1] This standard is not met when the only official with knowledge is the respondent.

[2] "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

[3] A complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

[4] Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

[5] Parties include the complainant and the respondent, if known.

2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details[6] known at the time and with sufficient time to prepare a response before any initial interview.

3. That the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility be made at the conclusion of the grievance process.

4. That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.

5. The parties may inspect and review evidence.

6. A reference to any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Title IX Coordinator will contact the complainant and the respondent to discuss supportive measures. If necessary, the Title IX Coordinator will arrange for an individualized safety and risk analysis. If necessary, a student or non-student employee may be removed or placed on leave.

Investigation

The Title IX Coordinator will coordinate the district's investigation. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence.

2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties.[7]

3. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.

4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.[8] The district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

PROPOSED

[6] Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

[7] The district cannot access, consider, disclose, or otherwise use a party's records that are made of maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's capacity, and which are maintained in connection with the provision of treatment to the party, unless the district obtains the party's (or eligible student's parent's) voluntary, written consent to do so.

[8] In addition to an advisor, complainants and respondents may also be entitled to other accompaniment as required by law or as necessary for conducting of grievance procedures, including but not limited to translators, services for students with disabilities and parents of minor students.

6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.[9] Prior to completion of the investigative report, the district must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;

8. Create an investigative report that fairly summarizes relevant evidence and is sent to each party and party's advisor in electronic format or hard copy at least 10 days prior to any hearing (if required or provided) or other time of determination of responsibility. The party and advisor will be allowed to review and provide a written response.

After the district has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions[10] that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Credibility determinations are not based on the person's status as a complainant, respondent or witness.

No person designated as a Title IX Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, the district must provide notice of the additional allegations to the parties whose identities are known.

At no point in the process will the district, or anyone participating on behalf of the district, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Determination of Responsibility

The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

PROPOSED

[9] This includes the evidence upon which the district does not intent to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the investigation. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

[10] Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

The standard to be used for formal complaints in determining whether a violation has occurred is the clear and convincing evidence[11] standard.

The person deciding the question of responsibility (the "decision-maker") must be someone other than the Title IX Coordinator or the investigator(s). The decision-maker must issue a written determination which must include:

1. Identification of the allegations potentially constituting sexual harassment;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the district's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including:

   a. A determination regarding responsibility;
   b. Any disciplinary sanctions the district imposes on the respondent; and
   c. Whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Remedies

The Title IX Coordinator is responsible for effective implementation of any remedies.

The disciplinary sanctions[12] may include:

1. Discipline up to and including suspension and expulsion;

2. Removal from various activities, committees, extra-curricular, positions, etc.

3. Disqualification for awards and honors;

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[11] A clear and convincing evidence standard of evidence is understood to mean concluding that a fact is highly probable to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

[12] Districts should review any other disciplinary procedures and requirements prior to imposing any discipline, and should contact legal counsel with questions.

4. Discipline up to and including termination, in accordance with laws, agreements, contracts, handbooks, etc.[13]

Other remedies may include:

Educational programming.

Dismissal of a Formal Complaint

The district must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:

1. Would not constitute sexual harassment, even if proved;

1. Did not occur in the district's education program or activity[14]; or

2. Did not occur against a person in the United States.

The district may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or hearing, if provided:

1. A complainant notifies the Title IX Coordinator in writing that the complaint would like to withdraw the formal complaint or any allegations therein;

2. The respondent is no longer enrolled or employed by the district; or

3. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the district must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the district from continuing any investigation and taking action under a different process. The district may have an obligation to continue an investigation and process under a different process.

Consolidation of Complaints

The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by one or more complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Informal Resolution

If the district receives a formal complaint, at any time prior to reaching a determination regarding responsibility, the district may offer an optional informal resolution process, provided that the district:

[13] It is important to keep supportive measures separate from disciplinary sanctions. Supportive measures must be "non-disciplinary" and "non-punitive."

[14] Includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. (Title 34 C.F.R. §106.44(a))

1. Provides written notice to the parties disclosing:

   a. The allegations;
   b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing toa resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
   c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

2. Obtains the parties' voluntary written consent to the informal resolution process; and

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Appeals

Either party may file an appeal from a determination regarding responsibility or from a dismissal of a formal complaint, within 15 days of the decision, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or

3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

When an appeal is filed, the district must:

1. Notify the other party in writing;

2. Implement appeal procedures equally for both parties;

3. Ensure the decision-makers(s) for the appeal is not the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

4. Ensure the decision-maker for the appeal is free from conflicts of interest and bias;

5. Give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome;

6. Issue a written decision describing the result of the appeal and the rationale for the result; and

7. Provide the written decision simultaneously to both parties.

Timelines

The district will complete the following portions of the grievance process within the specified timelines:

1. General grievance process (from receipt of formal complaint to determination of responsibility: 90 days;

2. Appeals (from receipt of appeal): 60 days;

3. Informal resolution process: 60 days.

Temporary delays of the grievance process, or limited extensions of time will be allowed for good cause[15] with written notice to the parties.

Records

Records will be created and maintained in accordance with the requirements in Title 34 C.F.R. §106.45(a)(10).[16]

Training

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and information resolution processes. The training must also include avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Decision-makers must receive training on any technology to be used at a live hearing and on issues of relevance of questions and evident, including when questions about evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment and must be made publicly available on the district's website.

PROPOSED

[15] Good cause may include considerations such as the absence of a party, a party's advisor or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. (Title 34 C.F.R. § 106.45(b)(1)(v))

[16] This includes creating a record for each investigation. This record must include:

- Supportive measures, or reasons why the response was not clearly unreasonable under the circumstances;
- Basis for the conclusion that the district's response was not deliberatively indifferent; and
- What measures were taken to restore or preserve equal access to the district's educational program or activity. (Title 34 C.F.R. § 106.45(a)(10)(ii))

Most records (including training) must be retained for at least seven years.

Alsea School District 7J

Code: **GBN/JBA-AR**
Revised/Reviewed: 5/11/16
Orig. Code(s): GBN/JBA-AR

Sexual Harassment Complaint Procedure

(see the new processes)
The superintendent has responsibility for investigations concerning sexual harassment. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

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

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

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

Step 3 If a complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

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

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under OAR Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may

have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse. In the event the superintendent is the subject of the investigation, reports, when required, shall be made by the Board chair.

DELETE

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

_____

Description of misconduct: _____

_____

_____

_____

Name of witnesses (if any): _____

_____

_____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

_____

Any other information: _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

DELETE

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

_____

_____

_____

_____

Any Other Information: _____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

DELETE

Alsea School District 7J

Code: **JBAA**
Adopted: 5/11/16
Orig. Code: JB

Section 504 – Students

In compliance with the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities ~~Act~~ Amendments Act of 2008 (ADA), the district shall ensure that no otherwise qualified individual with disabilities shall, solely by reason of a~~his/her~~ disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the district or those provided by the district through contractual or other arrangements. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

The superintendent will ensure all ~~Section 504-qualified~~ students ~~with disabilities~~ are identified annually who qualify for Section 504. Students will be evaluated by a team of individuals knowledgeable about the student, the meaning of the evaluation data and placement options. Services will be provided as required by law.

The superintendent will develop administrative regulations as needed for the implementation of this policy and to meet the requirements of state and federal law. Regulations will include provisions to ensure notice of the district's responsibilities are provided as required and that procedures are established for students, parents and staff with complaints concerning district compliance with the provisions of law.

END OF POLICY

Legal Reference(s):

ORS 192.630
ORS 326.051(1)(e)
ORS 659.850
ORS 659.865
ORS 659A.103
ORS 659A.109
OAR 581-015-2030
OAR 581-021-0045
OAR 581-021-0046
OAR 581-021-0049
OAR 581-022-2310

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).
Rehabilitation Act of 1973, 29 U.S.C. § § 791, 793-794 (2012).
Americans with Disabilities Act Amendments Act of 2008.

Alsea School District 7J

Code: **JBAA-AR**
Revised/Reviewed: 5/11/16
Orig. Code(s): JBAA-AR

Section 504 – Students

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

Definitions

1. A student is considered a "qualified individual with disabilities" under Section 504 if the student~~he/she~~:

    a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Education Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
    b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
    c. Is regarded as having such an impairment. A person can be found eligible under this provision if the student~~he/she~~:

        (1) Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
        (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese); or
        (3) Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV[1] virus but has no physical effects from it).

    d. Has a qualifying disability that is episodic or in remission.

2. "Physical or mental impairment" means any physiological disorder or condition, cosmetic disfigurement~~,~~ or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; ~~and~~ endocrine; or any mental or psychological disorder, such as intellectual disability~~mental retardation~~, organic brain syndrome, emotional or mental illness and specific learning disabilities;

[1] HIV - Human Immunodeficiency Virus

3. "Major life activities," as defined by the ADA, means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;

4. "Program or activity" includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;

5. "Potentially disabling conditions" under Section 504, if they substantially limit a major life activity, may include, but are not limited to:

    a. Attention deficit disorder (ADD);
    b. Behavior disorders;
    c. Chronic asthma and severe allergies;
    d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
    e. Diabetes.

District Responsibilities

The superintendent or ~~his/her~~ designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;

2. Designate an employee to coordinate the district's compliance efforts with Section 504;

3. Provide procedures to resolve student, parent and employee complaints of discrimination;

4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student's needs. Notice will specify the employee designated by the district to coordinate the district's Section 504 compliance efforts;

5. Annually identify and locate ~~Section 504 qualified~~ students with disabilities who are Section 504 qualified in the district and who qualify for services;

6. Annually notify students with disabilities and their parents or guardians of the district's responsibilities under Section 504;

7. Provide parents or guardians with procedural safeguards:

    a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by Oregon Administrative Rule (OAR) 581-015-2390~~0109~~;

b. An opportunity to review relevant records.

Transportation

1. If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student's behavior and ~~his/her~~ disability and provide the parent with notice of ~~his/her~~ rights.

2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student than would be incurred if the student were placed in programs operated by the district.

Evaluation

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.

2. Tests and other evaluation materials will:

    a. Be validated and administered by trained personnel;
    b. Tailored to assess educational need and not merely based on IQ scores;
    c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

Placement

1. In interpreting evaluation data and making placement decisions, the evaluation team will:

    a. Draw upon information from a variety of sources;
    b. Ensure that all relevant information is documented and considered;
    c. Ensure that the student is educated with students without disabilities to the maximum extent possible.

Reevaluations

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.

2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to:

    a. Expulsion;
    b. Serial suspensions which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
    c. Transferring or placing the student in alternative education or other such programs;
    d. Graduation;

e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

Discipline

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:

   a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
   b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and ~~his/her~~ parents are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents and an opportunity for representation by counsel and a review procedure.

3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.

4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA~~/JGEA~~ - Discipline of Students with Disabilities and the accompanying administrative regulation.

Complaints

Student, parent or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed as provided in Board policy AC - Nondiscrimination and accompanying administrative regulation.

Alsea School District 7J

Code: **JBB**
Adopted: 6/13/17
Orig. Code(s): JBB

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. "Achieving educational equity" means students' identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, non-binary, socioeconomic status and mobility[1] to inform district decision making.

2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.

3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation, gender identity,[2] and national origin in discipline, special education and in various advanced learning.

4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

[1] ~~These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.~~

[2] ~~"Sexual orientation" is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.~~

2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.

3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, gender~~sex~~ and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.

4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.

5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.

6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.

7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.

8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of [culture, class, language, ethnicity, poverty, ability and other differences that contribute to] the uniqueness of each student and staff member.

The superintendent shall develop procedures to implement this policy. The superintendent will annually report to the Board the progress of the implementation of this policy.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 332.075
ORS 332.107
ORS 342.437 - 342.449

House Bill 3041 (2021).

Alsea School District 7J

Code: **JE**
Adopted: 10/12/11
Orig. Code(s): JE

Attendance**

Attendance~~Goals of attendance~~ requirements are to:

1. Contribute to the academic success of students;

2. Inform parents about their student's~~students'~~ class attendance or nonattendance;

3. Place the responsibility for attendance in the hands of students and their parents;

4. Aid students in making decisions and accepting the responsibilities and consequences resulting from those decisions;

5. Stress that punctual and regular attendance is a learned function necessary in coping with life;

6. Stress attendance may impact grades and credit;

7. Meet Oregon graduation requirements.

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

The Board directs the superintendent to develop rules ~~and regulations~~ which meet these objectives and to publish those rules ~~and regulations~~ annually for students and their parents.

END OF POLICY

Legal Reference(s):

ORS 336.010
ORS 339.020
ORS 339.030
ORS 339.055
ORS 339.065
ORS 339.071
OAR 581-021-0050
OAR 581-022-2000

Alsea School District 7J

Code: **JEA**
Adopted: 5/11/16
Orig. Code: JEA

Compulsory Attendance**

Except when exempt by Oregon law, all children~~students~~ between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.

All children~~students~~ five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.
Attendance
~~Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.~~

~~Under the superintendent's direction and supervision, attendance~~ supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~Failure to send a student and to maintain a student in regular attendance is a Class C violation.~~

The district will develop procedures for issuing a citation.

A parent who is not supervising their child~~his/her student~~ by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1)(c); failing~~). Failing~~ to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, children~~students~~ shall not be required to attend public~~, schools~~ full-time schools:

~~2.~~1. Children~~Students~~ being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.

~~3.~~2. Children~~Students~~ proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.

~~4.~~3. Children who have received a high school diploma or a modified diploma.

~~5.~~4. Children~~Students~~ being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.

~~6.~~5. Children~~Students~~ being educated in the home by a parent, guardian or private teacher:

a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the education service district (ESD) superintendent in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;

b. Each child~~student~~ being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:

(1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;

(2) If the child~~student~~ never attended public or private school, the first examination shall be administered prior to the end of grade 3.~~;~~

(3) Procedures for homeschooling~~home-schooled~~ students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029~~;~~.

c. Examinations testing each child~~student~~ shall be from the list of approved examinations from the State Board of Education;

d. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;

e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;

f. All costs for the test instrument, administration and scoring are the responsibility of the parent;

g. In the event the ESD superintendent finds that the child~~student~~ is not showing satisfactory educational progress, the ESD superintendent shall ~~provide the parent with a written statement of the reasons for the finding, based on the test results and shall~~ follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

~~7.~~6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.

~~8.~~7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.

~~9.~~8. Children~~Students~~ excluded from attendance as provided by law.

~~10.~~9. Children who are eligible military children[1] are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

~~11.~~10. An exemption may be granted to the parent or guardian of any child~~student~~ 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.

~~12.~~11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 - 419B.558.

END OF POLICY

Legal Reference(s):

ORS 153.018
ORS 163.577
ORS 339.010 - 339.095
ORS 339.139
ORS 339.990
ORS 807.065
ORS 807.066
OAR 581-021-0026
OAR 581-021-0029
OAR 581-021-0076
OAR 581-021-0077

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

Alsea School District 7J

Code: **JEA-AR**
Revised/Reviewed: 5/11/16
Orig. Code: JEA-AR

Compulsory Attendance Notices and Citations**

Compulsory attendance citations may be issued by the superintendent or designee as a means to enforce the compulsory attendance law. All such citations shall be issued according to the following procedures:

1. Attendance Supervisor

   The attendance supervisor shall:

   a. Determine that the parent or guardian has ~~either~~ failed to enroll their child and~~his/her student or~~ to maintain the child~~student~~ in regular attendance. "Regular attendance" means ~~shall mean~~ attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four -week period in which school is in session;

   ~~b. Verify the compulsory attendance violation through such means as matching attendance supervisor records with classroom teacher records;~~

   ~~c.~~b. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours of verification of the violation. If the student is a youth offender on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the absence;

   ~~d.~~c. Serve the notification personally or by certified mail. The notification will be written in the native language of the parent or guardian;

   ~~e.~~d. Ensure that~~such~~ notification includes a statement requiring~~that~~ the student to~~must~~ appear on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;

   ~~f.~~e. Ensure that the notification states that the parent or guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP), if the child does not currently have an IEP, or request a review of their child's current IEP;

   ~~g.~~f. Provide a copy of the notice and pertinent attendance records to the superintendent or designee at the time notice is given to the parent or guardian;

   ~~h.~~g. Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.

2. Superintendent or Designee

   The superintendent or designee will:

   ~~a. Review the compulsory attendance noncompliance notice and pertinent student~~ If after review of attendance records a~~;~~

   ~~b.~~a. ~~If~~ citation appears warranted, prior to issuing the citation, provide written notification to the parent or guardian. The notice will be written in the native language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:

      (1) The student is required to attend regularly, a school full-time during the school year;

~~(2) Failure to send the student to school and to maintain the student in regular attendance is a Class C violation;~~

~~(3)~~(2) A citation for violation of compulsory attendance laws may be issued by the superintendent or designee;

~~(4)~~(3) The parent has the right to request:

(a) An evaluation to determine if the student should have an IEP,~~individualized education program (IEP),~~ if the student does not have one; or

(b) A review of the student's current IEP.

~~(5)~~(4) The parent or guardian and student are required to attend a conference with the superintendent or designee. The date, time and place of conference will be specified. This conference may not be scheduled until after an evaluation or review as described in item 3.~~(4)~~ above, if requested by the parent, has been completed.~~;~~

~~(6) Failure to attend the conference or failure to send the student to school following the conference may result in the issuance of a citation.~~

3. Conference

The superintendent or designee will conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee will:

a. Review Oregon's compulsory attendance law and the student's attendance record;
b. Determine the reasons for the noncompliance;
c. Develop a plan for student attendance improvement (i.e., contract, etc.);
d. Inform the parent and student of other available resources in the district and community, if available;
~~e. Refer the parent or guardian and student to other agencies as necessary (i.e., Building Care Team, Youth Services Team, Oregon Department of Human Services, Community Human Services, Juvenile Department, etc.);~~
~~f.~~e. Discuss the potential consequences for continued compulsory attendance noncompliance, including the potential for the issuance of a citation and the consequences for violation of the Board's student conduct and truancy policies.

4. Citation

Compulsory attendance noncompliance citations may be issued by the superintendent or designee. The superintendent or designee shall:

a. Determine that the parent or guardian has continued to fail to enroll their~~his/her~~ student in school or maintain the student in regular attendance following a conference or has refused to attend the conference as required;
b. Contact the clerk of the court for the county and determine which court will hear the case and when;
c. Ensure the official representing the district will be available to present evidence of the violation at the time and date specified;
d. Determine whether the local court's~~courts~~ interpretation of Oregon Revised Statute (ORS) 339.095~~925~~ requires the student be named as defendant. Complete form accordingly;
e. Complete Uniform Compulsory Attendance Citation and Complaint form as follows:

(1) Specify appropriate court, district, circuit, municipal or justice ~~as appropriate~~;
(2) Specify when the court will hear the case, including date, time and location of the court appearance at the bottom of the form;
(3) Provide all pertinent defendant information, including the name and address of the parent or guardian. Only one adult should be named as the defendant;
(4) Provide all pertinent offense information, including the period of time during which the absences occurred;
(5) Ensure the minimum number of absences constituting irregular attendance as defined in law has in fact occurred. Excused absences should not be counted for purposes of this citation;
(6) Provide all pertinent student information including the grade, date of birth, length of time in the district and parent(s) name(s)~~. The Oregon Department of Education will compile this information at the end of the calendar year to determine trends in excessive absenteeism;~~
(7) Provide date of superintendent's or designee's prior notification of attendance requirements, consequences including possibility of citation and conference meeting date was sent;
(8) Ensure that the prior notice was served to the same parent or guardian who is named as the defendant in the citation;
(9) Provide district name, date, superintendent's name and signature. If the superintendent has designated another district official to issue citations, such delegation will be documented and the delegated official's name and signature will appear on the form;
(10) Personally serve (not mail) the citation;
(11) Complete time and date citation was issued, name, title and signature of district official serving the citation;
(12) Ensure ~~that~~ the parent or guardian is provided~~served with~~ the citation~~goldenrod (bottom) copy~~;
(13) Ensure the designated~~white and yellow copies are sent to the appropriate~~ court is appropriately notified~~,~~ immediately after the citation is served;
(14) Ensure the district retains a copy of the citation;
~~(15) Ensure the pink copy is retained by the district. Additional information may be maintained on the back of the pink copy, including the dates the attendance supervisor's and the superintendent's or designee's notifications were sent, dates of contact with parents or guardians and names of school staff who have been involved with the issue;~~
~~(16)~~(15) Consult with district's attorney to assist in these procedures, as necessary.

f. Maintain student attendance records in accordance with applicable education records laws.]~~.~~

ALSEA SCHOOL DISTRICT
301 3rd Street
Alsea, OR 97324-0120
Phone: (541) 487-5555

******** PRINCIPAL'S COMPULSORY ATTENDANCE NOTICE ************

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

~~A determination has been made that your student, _____ (Student's Name) _____, has not enrolled in school and has not been exempted from compulsory attendance in school, under provisions of ORS 339.030.~~ After review of attendance records, your child _____ (name) is not exempted from compulsory attendance for school, under provisions of ORS 339.030, and is not currently enrolled in school.

In accordance with Oregon law, children between ages 6 through 18 ~~you are hereby notified that you~~ must be enrolled in school. Please enroll your child~~student~~ at ~~[__]~~Alsea School no later than the next school day following receipt of this notice and maintain your child~~student~~ in regular attendance for the remainder of the school year.

~~Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the superintendent and a fine by a court.~~

You may request an evaluation to determine if your child~~student~~ should have an individualized education program (IEP), or request a review of your child's~~student's~~ current IEP.

[If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Linn Benton Lincoln ESD.

If you have questions and/or need assistance, please contact [name] at [number].

Sincerely,

~~[~~Principal~~]~~

~~[~~cc: Superintendent~~]~~

ALSEA SCHOOL DISTRICT
301 3rd Street
Alsea, OR 97324-0120
Phone: (541) 487-5555

******** PRINCIPAL'S COMPULSORY ATTENDANCE NOTICE ********

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

~~A determination has been made that your student, _____ (Student's Name) _____, is not maintaining regular attendance as required by ORS 339.065.~~
After review of attendance records, your child __ (name) is not maintaining regular attendance as required by ORS 339.065.

"Regular attendance" is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four -week period school is in session.

According to school attendance records, your student has had _____ unexcused absences from school days on the following dates:_____.

Please send your child to school no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

~~You are hereby notified that you must send your student to school no later than the next school day following receipt of this notice and maintain your student in regular attendance for the remainder of the school year.~~

~~Please be advised that failure to comply with Oregon's compulsory attendance law is a Class C violation and may result in a compulsory attendance citation and complaint issued by the superintendent and a fine by a court.~~

You may request an evaluation to determine if your child~~student~~ should have an individualized education program (IEP), or request a review of your child's~~student's~~ current IEP. If you request an evaluation for an IEP or a review of a current IEP, a conference will be held after such evaluation or review.

[If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Linn Benton Lincoln ESD.

If you have questions and/or need assistance, please contact [name] at [number].

Sincerely,

~~[~~Principal~~]~~

~~[~~cc: Superintendent~~]~~

[

ALSEA SCHOOL DISTRICT
301 3rd Street
Alsea, OR 97324-0120
Phone: (541) 487-5555

**** SUPERINTENDENT'S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE ~~*~~*****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

According to ~~school~~ district records, you were notified by the district's attendance supervisor on [date] that your child~~student~~, [name], [is not yet enrolled~~has [failed to enroll~~ in school] [is not maintaining~~failed to maintain~~ regular school attendance] as required by Oregon compulsory attendance laws.

Your child~~student~~ was required to appear in school no later than the next school day following your receipt of the~~that~~ notice and maintain regular attendance for the remainder of the school year. District~~School district~~ records indicate your child~~student~~ continues to be absent from school. A child is required to regularly attend a full-time school.

The superintendent or designee may issue a citation for your continued violation of Oregon's compulsory attendance law.

~~A student is required to regularly attend a full-time school. Failure to send the student to school and to maintain the student in regular attendance is a Class C violation. A citation for such compulsory attendance violations may result in a court fine.~~

You [may~~did not~~ request an evaluation of your child's~~student's~~ individualized education program (IEP) or a review of your child's~~student's~~ current IEP.] [requested an evaluation to determine if your child~~student~~ should have an individualized education program (IEP).] [[requested a review of an existing IEP for your child~~student~~] and the requested evaluation or review was completed on [date].]

In accordance with law, you and your child~~student~~ are required to attend a conference with [designated school official] on [date] at [time] to discuss:

1. Oregon's compulsory attendance law and your child's~~student's~~ attendance record;
2. The reasons for your noncompliance~~non-compliance~~;
3. The development of a plan for improvement;
4. Resources available to help your child~~student~~ be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;
5. Any questions you may have concerning the potential consequences for continued noncompliance~~non-compliance~~ with Oregon's compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.

Failure to attend this conference or ~~failure to send your student to school and~~ to maintain your child~~student~~ in regular school attendance ~~following this conference~~ will result in the issuance of a citation~~ to you~~, as provided by law.

[If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: Linn Benton Lincoln ESD

If you have questions and/or need assistance, please contact [name] at [number].

Sincerely,

~~[~~Superintendent/Designee~~]~~

Alsea School District 7J

Code: **JEBA**
Adopted: 5/11/16
Orig. Code: JEBA

Early Entrance**

A ~~student~~ child will be admitted into the first grade if ~~his/her~~ the child's sixth birthday occurs on or before September 1, as established by law. ~~In addition, a~~A ~~student~~ child whose sixth birthday occurs after that date may be admitted to the first grade if ~~he/she~~they:

1. ~~Is~~Are a first grade student transferring from a public school in another district, or from a private school;

2. Completed a successful year in a public kindergarten the previous year and would be continuing ~~his/her~~ their formal education.

A ~~student~~ child will be admitted to kindergarten if ~~his/her~~ their fifth birthday occurs one year earlier than the date established by law for entry into first grade, or is a kindergarten student transferring from a public school in another district.

Early entry into school will be allowed for a ~~student~~ child whose fifth~~/~~ or sixth birthday occurs after September 1, but not later than November 15 and whose needs would best be met in the school program based on an analysis by qualified professional staff of ~~his/her~~their:

1. Cognitive development;

2. Social development;

3. Physical development.

The superintendent shall identify screening processes and instruments which will provide a dependable assessment of the preceding criteria.

Parents will be required to pay the cost of the special testing involved.

END OF POLICY

Legal Reference(s):

ORS 327.006
ORS 332.107
ORS 336.092
ORS 336.095
ORS 339.010
ORS 339.065
ORS 339.115
ORS 343.395

Alsea School District 7J

Code: **JEBA-AR**
Revised/Reviewed: 5/11/16
Orig. Code: JEBA-AR

Early Entrance to Kindergarten**

An exception may be made for students who can be shown to possess the required cognitive, social and physical development for a successful school experience. Such an exception will be considered only when there is sufficient staff, room and materials available, and according to the following procedure:

1. The parents should file a written request with the superintendent by April 1 of the year for which they seek a Fall admission of their child;

2. The school will conduct a preliminary screening to determine if the child is a potential candidate for early admission;

3. If the child passes the preliminary screening, he/she will be tested using a standardized test(s) designed to measure the child's academic readiness and cognitive development. The child's maturity will be determined by a written evaluation of test behavior by the test administrator. If the child passes all phases of the testing at the 95th percentile or higher, he/she will be considered for early entry. The parent(s) will assume all costs associated with the testing and evaluation.

The superintendent will review each request on its individual merits and decide whether or not to admit the student. The superintendent's decision shall be final.

Alsea School District 7J

Code: JEBA-AR
Revised/Reviewed:

Early Entrance */**

(Version 2)

If a request for early admission to kindergarten or first grade is received by the district, the following guidelines will be used:

1. Parents will be [given a copy of Board policy JEBA - Early Entrance** and this administrative regulation and] notified about testing/evaluation requirements[and expense].

2. Testing/Evaluation by a qualified agency is required. The agency [and appropriate testing/evaluation] will be one approved by the [director of special services]. The cost of this testing/evaluation will be paid by the [parents] [district].

   Three areas that must be tested/evaluated include:

   a. Cognitive (intelligence);
   b. Affective (social/emotional); and
   c. Physical.

3. Parents must submit the completed Request for Early Entrance form [with a formal evaluation] to the [director of special services] [to activate the early entry committee]. All required information must be submitted to the [director of special services] during business hours [through the [school] office] on or before [August 1].

   [Members of that committee are: [kindergarten or first-grade teachers, the speech and language therapist, building principal(s)] and the [director of special services];]

4. [The early entry committee will review the submitted materials.] [The submitted materials will be reviewed by the district's [designated staff].] [If a child is to be considered for early entrance, the child will also be required to participate in a one-day screening/observation conducted by the [district] [during the second week of [August]].] [Test scores should be in the top quartile for entering the requested grade level];

5. Following the review[, and screening/observation if applicable,] the [screening committee] [designated district staff] will make recommendation to the [superintendent] and will issue a decision to parents [in writing] by [the end of the third week in August];

6. If parents are dissatisfied with the decision, a written appeal can be made by the parents to the superintendent, who may affirm, reverse or modify the [early entry committee's] [designated staff] decision. The superintendent's decision is final.

PROPOSED

REQUEST FOR EARLY ENTRANCE

(This form and required evaluation must be received by the district during business hours on or before [August 1].)

Date _____

Child Name _____

I request that my child be reviewed for early admission to:
(Check one) ☐ Kindergarten ☐ First grade

I [have had] [will have] _____ (Child name) evaluated [at my expense] in the following areas:

1. Cognitive (intelligence);

2. Affective (social/emotional);

3. Physical.

[Such evaluation is attached.]I understand the test scores must equal or surpass the established norms for the requested attendance grade level in all areas of assessment. I understand I will receive a written decision from the district concerning my request [within three weeks].

_____ _____

Parent Signature Date

PROPOSED

Alsea School District 7J

Code: **JEC**
Adopted: 5/13/21
Orig. Code(s): JEC

Admissions**

The Board is committed to providing an educational program for all students living in the district. The Board believes all students living in the district who have not completed 12 years of education should regularly attend a public full-time school and be included in the available educational programs.

A child is considered to be six years of age if the sixth birthday of the child occurred on or before September 1 immediately preceding the beginning of the current school term.

All new students must register in the office. Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance, and immunization.
~~All persons seeking admission to the district must satisfactorily meet all academic, age, immunization, tuition and other eligibility prerequisites for admission as set forth in state and federal law, Board policy and administrative regulations. All candidates for admission will be informed of admission requirements.~~

Students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular and adequate nighttime residence or solely because the student is not under the supervision of a parent.

Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and they have not yet attained the age of 19 prior to the beginning of the current school year.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education to receive a high school diploma or a modified diploma.

Students who attend a district school on an interdistrict transfer or were admitted prior to 2019 through open enrollment are considered residents of the district.

Students living in the district who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Students who are in foster care[1] and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

[1] "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

Students who are military children[2] are considered resident of the district if the district is the district of military residence[3] for the military child. Parents of students who are military children must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military orders.

Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

END OF POLICY

Legal Reference(s):

ORS 327.006
ORS 336.092
ORS 339.010
ORS 339.115
ORS 339.125
ORS 339.133
ORS 339.134
ORS 339.139
ORS 433.267
OAR 581-022-2220

Illegal Immigration and Immigrant Responsibility Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2018).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2012).

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

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

Alsea School District 7J

Code: **JECA**
Adopted: 5/11/16
Orig. Code: JECA

Admission of Resident Students

Resident~~School-age~~ students may be admitted under the following conditions:

1. A school-age student who lives~~live~~ within the district attendance area between the ages of 5 and ~~-~~19 shall be allowed to attend school without paying tuition.

2. A student ~~Students~~ who turns~~turn~~ 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

3. The Board may admit an otherwise eligible student~~students~~ who is~~are~~ not receiving special education and who has~~have~~ not yet attained 21 years of age prior to the beginning of the current school year if the student is~~they are~~ shown to be in need of additional education in order to receive a diploma or a modified diploma. This student~~. These students~~ may attend school without paying tuition for the remainder of the school year.

4. The Board shall admit an otherwise eligible student~~students~~ who has~~have~~ not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:

   a. Has not yet received a regular high school diploma; or
   b. Has received a modified diploma, an extended diploma or an alternative certificate.

5. ~~Students with disabilities voluntarily placed outside the home by their parent or guardian may continue to attend the school the student was attending prior to the placement as a district resident when the student's parent or guardian and school staff can demonstrate it is in the student's best interest~~ Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

6. Students who are military children[1] are considered resident of the district, if the district is the district of military residence[2] for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.

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

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

7. The Board will deny regular school admission to a student~~students~~ who has~~have~~ become a resident student~~residents~~ and who is~~are~~ under expulsion from another district for reasons other than a weapons policy violation.

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

9. The Board will not provide alternative programs of instruction to a student~~students~~ expelled for a weapons policy violation.

END OF POLICY

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 339.115
ORS 339.133
ORS 339.134
ORS 433.267
Senate Bill 802 (2019)
Senate Bill 905 (2019)

Alsea School District 7J

Code: **JECAA**
Adopted: 5/11/16
Orig. Code: JECAA

Admission of Part-Time Private School Students

The Board reserves the right to accept or ~~/~~reject the part-time admission of ~~private school~~ students from private schools and who live~~living~~ in the district based upon the availability of space, resources, personnel, appropriate programs and upon a positive review of education~~both educational and behavioral~~ records.

~~In the case of all requests for part-time admission of private school students to the district, an administrative procedure will be followed.~~

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.030 ORS 339.035

Alsea School District 7J

Code: **GBH/JECAC**
Adopted: 5/13/21
Orig. Code: GBH/JECAC

Staff/Student/Parent Relations**

The Board encourages parents to be involved in their student's school educational activities and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;

2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order or parental plan that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

ORS 107.101
ORS 107.102
ORS 107.106
ORS 107.154
ORS 109.056
ORS 163.245 - 163.257

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Alsea School District 7J

Code: **JECBA**
Adopted: 7/12/10
Orig. Code: JECBA

Admission of Exchange Students
(Version 1)

(see updated version)
The district will accept exchange students from other nations on a J-1 Visa who reside within the district as participants in an exchange program officially recognized by the Board. Exchange students on a J-1 Visa are not required to pay tuition.

Privately sponsored exchange students on an F-1 Visa may be enrolled if an adult resident of the district has been given temporary guardianship and the student lives in the home of that guardian. Exchange students on an F-1 Visa are required to pay tuition at the established district rate. F-1 student admission is limited to secondary schools and attendance may not exceed 12 months.

Exchange students must comply with immunization requirements set forth in state law. Once admitted, exchange students become subject to all district policies and regulations governing students.

END OF POLICY

Legal Reference(s):

ORS 339.133 ORS 433.267 OAR 581-022-2000

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

Alsea School District 7J

Code: JECBA
Adopted:

Admission of Exchange Students
(Version 2)

In the interest of furthering better understanding and improving human relations among district students and youth from all parts of the world, the Board encourages the high school(s) to participate in student foreign exchange programs.

Exchange students must meet the regulations and expectations of local students, including the immunization requirements.

A high school diploma may be awarded at regular commencement exercises to all foreign exchange students who successfully meet the necessary academic requirements during the year in which they attend.

Exchange students will be encouraged to participate in all student activities and will be eligible to participate in interscholastic athletics, provided academic requirements and Oregon School Activities Association criteria are met.

The Board reserves the right to limit the number of exchange students in a given year.

Privately sponsored exchange students on an F-1 Visa may only attend secondary schools within the district and are required to pay tuition at the established district rate. The period of attendance may not exceed 12 months.

Exchange students attending district schools on a J-1 Visa as part of a group-sponsored program are not required to pay tuition.

END OF POLICY

Legal Reference(s):

ORS 339.133 ORS 433.267 OAR 581-022-2000

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

PROPOSED

Alsea School District 7J

Code: **JECBD**
Adopted: 6/13/17

~~Homeless~~ Students Experiencing Homelessness

Students experiencing homelessness[1] ~~Homeless students~~ in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held, in accordance with law.

A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will ensure that ~~homeless~~ students experiencing homelessness are not stigmatized nor segregated on the basis of their status as homeless. A district will admit such a~~A homeless~~ student ~~will be admitted,~~ in accordance with the student's best interest, to the student's school of origin or enroll the student in a district school in the attendance area in which the ~~homeless~~ student is actually living, unless contrary to the request of the parent or unaccompanied student. Transportation will[2] be provided in accordance with law.

The superintendent will develop administrative regulations to remove barriers to access and participation by ~~homeless~~ students experiencing homelessness.

END OF POLICY

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 339.115(7)
ORS 339.133
ORS 433.267

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

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[1] The definition from McKinney-Vento Homeless Assistant Act uses "homeless children and youths" 42 U.S.C. § 11434a. (2) The term "homeless children and youths"- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302(a)(1) of this title); and (B) includes - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302(a)(2)(C) [1] of this title); (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

[2] McKinney-Vento Homeless Assistance Act (see 42 U.S.C. § 11432(g)(1)(J)(iii)).

Alsea School District 7J

Code: JECBD-AR
Revised/Reviewed: 6/13/17
Orig. Code(s): JECBD-AR

~~Homeless~~ Students Experiencing Homelessness**

Definitions

1. ~~1.~~ "Enrollment" means attending classes and participating fully in school activities.

~~2.~~

~~3.~~2. ~~2.~~ "School of origin" means the school that a student attended when permanently housed or the school in which the~~a~~ 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.

~~4.~~

~~5.~~3. ~~3.~~ "Homeless student" means individuals who lack a fixed, regular and adequate nighttime residence and includes:

~~a.~~

~~b.~~a. ~~a.~~ Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

~~c.~~b. ~~b.~~ Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

~~d.~~c. ~~c.~~ Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and

~~e.~~d. ~~d.~~ Migratory students who qualify as homeless because the students are living in circumstances described in a.-c.

~~7.~~4. ~~4.~~ "Unaccompanied student" includes a student not in the physical custody of a parent or guardian.

Assignment to School

The district shall, according to the student's best interest, continue the student's education in the school of origin for the duration of homelessness, or enroll the student in a district school that ~~nonhomeless~~ students not experiencing homelessness who live in the attendance area in which the student is actually living, are eligible to attend.

In determining the best interest of the student, the district shall:

1. Presume that keeping the student in their school of origin is in their best interest, unless doing so is contrary to the request of the student's parent or guardian;

2. Provide a written explanation, including a statement regarding the right to appeal, if the district sends a ~~homeless~~ student experiencing homelessness to a school other than the school of origin or a school requested by the parent or guardian;

3. Ensure that the district's liaison helps with placement or enrollment decisions for a student who is~~an~~ unaccompanied and~~student,~~ considers the request of the student, and provides a notice of the right to appeal on placement and enrollment decisions.

Enrollment

The district shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency or other documentation.

The district shall immediately contact the school last attended to obtain relevant academic and other student records.

If the student needs to obtain immunizations, or immunization or medical records, the district shall immediately refer the parent or guardian to the district's liaison, who will help in obtaining necessary immunizations, screenings or records.

A student shall be granted enrollment even if the student~~he or she~~ has missed application or enrollment deadlines during any period of homelessness.

Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a ~~homeless~~ student experiencing homelessness enters a new school or district, consistent with state and/or federal law.

Enrollment Disputes

If a dispute arises over school selection, enrollment or eligibility, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the McKinney-Vento Act dispute resolution and appeal process, including final appeal to the Oregon Department of Education (ODE) State Coordinator.

The student, parent or guardian shall be referred to the district's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of a student who is~~an~~ unaccompanied ~~student~~, the district's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

Services

Each ~~homeless~~ student experiencing homelessness shall be provided with services comparable to services offered to other students, including the following:

1. ~~1.~~ Transportation services;

2. ~~2.~~ Education services for which the student is eligible, such as:

   ~~a.~~
   ~~b.~~a. ~~a.~~ Title IA~~I~~[1];
   ~~c.~~b. ~~b.~~ Special education;
   ~~d.~~c. ~~c.~~ Programs for English Learners;
   ~~e.~~d. ~~d.~~ Career and technical education;
   ~~f.~~e. ~~e.~~ Talented and gifted programs.

~~3.~~

~~4.~~3. ~~3.~~ School nutrition programs.

Coordination

The district shall coordinate the provision of services to ~~homeless~~ students experiencing homelessness with local social service agencies and other agencies or programs providing services to such~~homeless~~ students and their families. Services will also be provided in cooperation with other districts on interdistrict issues~~,~~ such as transportation, transfer of school records and issues concerning appropriate credit for full or partial course work completed at a prior school, to ensure that such~~homeless~~ students have access to available educational and related services.

District Liaison

The district's liaison shall ensure that:

1. Students experiencing homelessness ~~Homeless students~~ are identified;

2. Students experiencing homelessness~~Homeless students~~ enroll in and have a full and equal opportunity to succeed in district schools;

3. Families~~Homeless families~~ and students experiencing homelessness have access to and receive educational services through Head Start, Early Intervention and preschool services;

4. Families~~Homeless families~~ and students experiencing homelessness receive educational services for which they are eligible, and referrals to health~~-~~care services, dental services, mental health service and other appropriate services;

[1] All homeless students are automatically eligible for Title IA~~I~~ services, regardless of their current academic performance.

5. Parents of ~~homeless~~ students experiencing homelessness are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students;

6. Public notice of the educational rights of ~~homeless~~ students experiencing homelessness is distributed where such students receive services (e.g., schools, shelters, public libraries and soup kitchens);

7. Enrollment disputes are mediated through McKinney-Vento Act dispute resolution procedures;

8. The parents of ~~homeless~~ students experiencing homelessness, or any student who is unaccompanied ~~student~~, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected;

9. School personnel, service providers and advocates working with ~~homeless~~ students experiencing homelessness and their families are informed of the liaison's duties.

The district's liaison shall coordinate and collaborate with the ODE state coordinator, community and school personnel responsible for the provision of educational and related services to ~~homeless~~ students experiencing homelessness.

Alsea School District 7J

Code: **JECE**
Adopted: 6/08/16
Orig. Code: JECE

Student Withdrawal from School

When it becomes necessary for a student to withdraw from school for any reason, the school office must be notified. A withdrawal slip must be completed and all necessary requirements fulfilled before withdrawal is complete.

Prior to the student leaving school, the district will propose in writing to the student or the student's parent or guardian appropriate, accessible alternative programs of instruction.

~~Additionally, the district may notify the Oregon Department of Transportation of the withdrawal from school of a student who is at least 15 years of age and under 18 years of age as provided by ORS 339.257 and Board policy JHFDA - Suspension of Driving Privileges.~~

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.107
ORS 336.635
ORS 336.645
ORS 336.665

ORS 339.030
ORS 339.250

OAR 581-021-0045
OAR 581-021-0065

OAR 581-021-0070
OAR 581-022-2320
OAR 581-022-2505
OAR 581-023-0006
OAR 581-023-0008

Alsea School District 7J

Code: JECF
Adopted: 5/13/21
Orig. Code(s): JECF

Interdistrict Transfer of Resident Students**

Interdistrict Transfer

The Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a "resident student" of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student to another school district, the student or their parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP) is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE).

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act (ESSA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year or summer between school years, to complete the school year in the district if the student chooses to do so.

Safe Public School Choice Transfer Requests

An interdistrict transfer[1] may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

[1] Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students if there is not another school in the district in which the student legally resides for the transferring student.

Homeless Student

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend their school of origin[2] located out-of-district. The request will be considered based on the best interest of the student. The student may continue in their school of origin for the duration of the student's homelessness. Transportation will[3] be provided in accordance with law.

The superintendent is directed to establish procedures for the review of any student request to attend school in another district.

END OF POLICY

Legal Reference(s):

ORS 327.006
ORS 329.485
ORS 332.107
ORS 335.090
ORS 339.115 - 339.133
ORS 339.141
ORS 339.147
ORS 339.155
ORS 339.250
ORS 343.221
ORS 433.267
OAR 581-021-0019

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).
Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

[2] "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

[3] McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

Alsea School District 7J

Code: **JED**
Adopted: 6/13/17
Orig. Code: JED

Student Absences and Excuses

It is the student's responsibility to maintain regular attendance in all assigned classes. A student's absence~~Absence~~ from school or class will be excused under the following circumstances:

1. Illness, including mental and behavioral health of the student;

2. Illness of an immediate family member when the student's presence at home is necessary;

3. Emergency situations that require the student's absence;

4. Student is a dependent of a member of the U.S. Armed Forces[1] who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;

5. Field trips and school-approved activities;

6. Medical (dental) appointments. Confirmation of appointments may be required;

7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

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

Additionally, the superintendent will develop procedures whereby those students who are considered truant may be subject to the following penalties: detention, suspension[2] and/or ineligibility to participate in athletics or other activities.

END OF POLICY

Legal Reference(s):

[1] U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

[2] The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:
1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

ORS 109.056	ORS 339.065	OAR 581-021-0046
ORS 332.107	ORS 339.071	OAR 581-021-0050
ORS 339.030	ORS 339.250	OAR 581-023-0006(11)
ORS 339.055	ORS 339.420	

Alsea School District 7J

Code: **JEDA**
Adopted: 6/08/16
Orig. Code(s): JEDA

Truancy

"Truancy" is defined as absence from school without permission.

The district believes irregular attendance is one of the factors associated with student failure and frustration with the school experience. A fundamental purpose for insisting on punctual, regular school attendance is to help each student develop habits of responsibility.

With these beliefs in mind, the district will develop procedures that foster a partnership with parents in the early detection of truancy, related counseling and appropriate consequences.

END OF POLICY

Legal Reference(s):

ORS 339.040 to -339.090
ORS 339.240
ORS 339.250
OAR 581-021-0050 to -0075

Alsea School District 7J

Code: **JEFA**
Adopted: 6/08/16
Orig. Code: JEFA

Closed/Open Campus

Grades K-6 function as a closed campus. Students shall remain on the school grounds from their time of arrival until departure by bus or with parent.

Grades 7-12 function as an open campus for students during the lunch periods only. Students may not use cars to leave campus during open lunch periods. Students may not leave the school grounds without permission at other times during the school day.

END OF POLICY

Legal Reference(s):

ORS 332.107

Alsea School District 7J

Code: **JEF~~B~~**
Adopted: 6/08/16
Orig. Code(s): JEFB

Release Time for Religious Instruction**

~~Upon application of the parent, a student may be excused from school for religious instruction as provided by law.~~
Students may be excused from school for religious instruction, not to exceed two hours for grades 1 through 8 and five hours for grades 9 through 12 in any school week.

Students not attending religious instruction will continue with the regular school program.

The administration shall have procedures for dismissing and recording excused absences for students attending religious instruction. These procedures should be formulated cooperatively with the director of religious instruction.

Any student unable to attend classes on a particular day due to religious beliefs shall be excused from attendance requirements for that day.

No such absence shall be counted against a student in determining exclusion, failure or reduction of grades. Any tests and assignments a student misses because of religious instruction shall be given to the student at another time.

END OF POLICY

Legal Reference(s):

ORS 339.420
ORS 659.850 OAR 581-021-0046

Dilger v. Sch. Dist. 24CJ, 222 Or. 108 (1960).

Alsea School District 7J

Code: **JEFB-AR**
Revised/Reviewed: 6/08/16
Orig. Code: JEFB-AR

Release Time for Religious Instruction Procedures

To implement release time for religious instructions the following procedures shall be followed:

1. The office shall prepare, distribute and receive the form on which the parents or guardian of a student request that their student be allowed the release time. A separate slip shall be sent for each student. Slips going to the same household may be sent in the same envelope;

2. The office shall tabulate the returned request slips as seems appropriate to the circumstances, and prepare and furnish to each teacher a list of the students from their class(es) that qualify for release time. The request slips and the master list(s) shall be retained and preserved as part of the school records;

3. Copies of the appropriate list shall be furnished to each group or organization that proposes to provide religious instruction, on the same basis as are copies of other school records that are open to the public;

4. The above process shall be undertaken if and when the district receives a request for release time from the organization(s) or group(s) that proposes to conduct the religious instruction. To be applicable to the current school year the request must be presented to the superintendent at least thirty days prior to the time the religious instruction is proposed to start;

5. Students will only be released at the school into the care of an adult designated by the organization or group that has made the request required under 4. above.

The form on which the parent or guardian of a student requests the release time shall identify the organization(s) or group(s) that propose to furnish the religious instruction, so that the parent or guardian may indicate a choice of organizations or groups.

The form shall provide a place for the name of the student for whom the release time is requested, as well as the name, signature, address and telephone number of the person signing the request form.

The form shall be provided by the district.

Alsea School District 7J

Code: **JF/JFA**
Adopted: 6/08/16
Orig. Code: JF/JFA

Student Rights and Responsibilities **

The Board has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under federal and state constitutions and statutes. In connection with these rights are responsibilities that must be assumed by students.

Among these student rights and responsibilities are the following:

1. Civil rights — including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;

2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;

3. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure their~~his/her~~ rights;

4. The right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights;

5. The right to privacy, which includes privacy with~~in~~ respect to the student's education~~school~~ records.

Students have the right to know the behavior standards expected of them as well as to know the consequences of misbehavior.

Students'~~Student's~~ rights and responsibilities, including standards of conduct, will be made available to students, their parents and employees through information distributed annually.

END OF POLICY

Legal Reference(s):

ORS 332.061
ORS 332.072
ORS 337.150
ORS 339.155
ORS 339.240
ORS 339.250
ORS 659.850
ORS 659.865
OAR 581-021-0045
OAR 581-021-0046
OAR 581-021-0050 to -0075
OAR 581-022-2310

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Alsea School District 7J

Code: **JFC**
Adopted: 6/13/17
Orig. Code: JFC

Student Conduct **

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and to maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student handbook, code of conduct or other document shall be developed by district administration, in cooperation with staff, and will be made available and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct~~, as required by the No Child Left Behind Act of 2001 (NCLBA).~~ In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school. Rules~~All rules~~ applying to student conduct shall be posted in a prominent place in each school building.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.[1]

The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

[1] The district is prohibited from retaliating against any student "for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation." ORS 659.852.

Legal Reference(s):

ORS 339.240
ORS 339.250
ORS 659.850
OAR 581-021-0050 - 0075

Nondiscrimination on the Bases of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).
C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

Alsea School District 7J

Code: **JFCA**
Adopted: 6/08/16
Orig. Code: JFCA

Student Dress and Grooming**

Responsibility for dress and grooming rests primarily with students and their parents; ~~however,~~ the district expects student dress and grooming to meet standards which ensure that the following conditions do not exist:

1. Disruption or interference with the classroom learning environment;

2. Threat to the health and/or safety of the student concerned or of other students.

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

END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250
OAR 581-021-0026(10)
OAR 581-021-0050 - 0075

Alsea School District 7J

Code: **JFCB**
Adopted: 6/08/16
Orig. Code: JFCB

Care of District Property by Students**

It is each student's responsibility to show respect for all district property. Any student who willfully damages or defaces district property will be disciplined. This may include cost of replacement or reparation.

The Board declares its intent to hold students and their parents responsible for loss or damage of district property. Notice of the district's intent will be provided annually in the parent/student handbook ~~as required by law.~~

END OF POLICY

Legal Reference(s):

ORS 30.765
ORS 339.250
ORS 339.270
OAR 581-021-0050 to -0075

Alsea School District 7J

Code: **JFCE/JFCEA**
Adopted: 6/08/16
Orig. Code(s): JFCE/JFCEA

Secret Societies/Gang Activity
(Version 1)

(see updated version)
It is the policy of this district that membership in gangs, secret fraternities or sororities, or in other clubs not sponsored by established agencies or organizations, is prohibited.

Gangs which initiate, advocate or promote activities which threaten the safety or well being of persons or property on district grounds or which disrupt the school environment are harmful to the educational process.

The use of hand signals, graffiti or the presence of any apparel, jewelry, accessory or manner of grooming which, by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with such a group, presents a clear and present danger to the school environment and educational objectives of the community are forbidden.

Incidents involving initiations, hazing, harassment, menacing, bullying, intimidation and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to students are prohibited.

Any student wearing, carrying or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student will be subject to disciplinary action including suspension and expulsion.

The superintendent may provide in-service training in gang behavior and characteristics to facilitate staff identification of students at-risk and promote membership in authorized school groups and activities as an alternative.

END OF POLICY

Legal Reference(s):

ORS 336.109
ORS 339.240 to -339.280
ORS 339.885
ORS 659.850
OAR 581-021-0050 to -0075

Olesen v. Board of Educ. of Sch. Dist., 676 F. Supp. 820 (N.D. Ill. 1987).
Neuhaus v. Federico, 12 Or. App. 314 (1973).
Burkitt v. Sch. Dist. No. 1, 195 Or. 471 (1952).
Tinker v. Des Moines Community Sch. District, 393 U.S. 503 (1969).

Alsea School District 7J

Code: JFCEA
Adopted:

Gang Activity
(Version 2)

Gangs which initiate, advocate or promote activities that threaten the safety or well-being of persons or property on district grounds or that disrupt the school environment are harmful to the educational process.

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

The district shall, after consulting with appropriate agencies and officials, develop a comprehensive gang prevention and intervention program. The comprehensive program will be coordinated with the district's drug and alcohol health education plan.

The program shall include an assessment and the impact of gang-related activities in the district, strategies, methods and training for the reduction of gang involvement.

END OF POLICY

Legal Reference(s):

ORS 336.109
ORS 339.240 to -339.280
ORS 339.885
ORS 659.850
OAR 581-021-0050 to -0075

Olesen v. Board of Educ. of Sch. Dist., 676 F. Supp. 820 (N.D. Ill. 1987).
Neuhaus v. Federico, 12 Or. App. 314 (1973).
Burkitt v. Sch. Dist. No. 1, 195 Or. 471 (1952).
Tinker v. Des Moines Community Sch. District, 393 U.S. 503 (1969).

PROPOSED

Alsea School District 7J

Code: **JFCEB**
Adopted: 6/08/16
Orig. Code(s): JFCEB

Personal Electronic Devices and Social Media**

(Student may possess a personal electronic device with certain restrictions)

Student possession or use of personal electronic devices on district property, in district facilities during the school day and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent.

A "personal electronic device" is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

"Independent communication" means communication that does not require assistance or interpretation by an individual who is not part of the communication but that may require the use or assistance of an electronic device.

Personal electronic devices shall be turned off during instructional or class time or at any other time where such use of the device would cause a disruption of school activities. Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in district-sponsored activities, unless as expressly authorized in advance by the principal or designee. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities and independent communications.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices, for curriculum.

A process for responding to a student's request to use a personal electronic device, including an appeal process if the request is denied, will be provided.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

Students may not use district equipment to access social media websites, while on district property or at district-sponsored activities unless the access is approved by a district representative ~~using district equipment~~. The district will not be liable for information or comments posted by students on social media websites.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student's individualized education program (IEP).

Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the terms of this policy[1]. A referral to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student's parent or property owner, as appropriate.

The superintendent shall ensure that the Board's policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy and that pertinent provisions of policy and school rules are communicated to staff, students and parents through building handbooks and other means.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 336.840

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2017).

[1] The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

Alsea School District 7J

Code: **JFCEB-AR**
Revised/Reviewed: 6/08/16
Orig. Code(s): JFCEB-AR

Personal Electronic Devices and Social Media

Students may use and possess personal electronic devices on district grounds subject to the following:

1. Personal electronic devices shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policy, administrative regulation or school rules;[1]

2. Personal electronic devices, which have the capability to take photographs or record video or audio, shall not be used for such purposes while on district property or at district-sponsored events unless as expressly authorized in advance by the principal or designee;

3. The district shall not be responsible for loss, theft or damage to personal electronic devices brought to district property or district-sponsored events;

4. Personal electronic devices may be used as electronic study aids during the school day if provided as a part of a student's individualized education program~~plan~~ (IEP) or if permission is received from the student's teacher;

5. The use of personal electronic devices in any way to send or receive messages, data or information that would pose a threat to academic integrity, contribute to or constitute academic dishonesty is strictly prohibited;

6. The use of personal electronic devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited;

7. Students shall comply with any additional school rules as established by the principal and classroom rules as approved by the principal concerning the appropriate use of personal electronic devices;

8. Personal electronic devices used in violation of law, Board policy, administrative regulation or approved school rules will be confiscated, turned in to the school office and returned to the student or parent following parent notification, conference, detention, suspension, expulsion and/or referral to law enforcement officials as appropriate;

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

[1] The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

Alsea School District 7J

Code: **JFCF**
Adopted: 5/13/21
Orig. Code(s): JFCF

Hazing ,Harassment,/ Intimidation, /Bullying,/ Menacing, Cyberbullying, / Teen Dating Violence, /Domestic Violence – Student **

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon law.
Hazing, harassment
~~Harassment~~, intimidation or bullying, menacing, and acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited in the district.~~.~~ Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a safe learning environment.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation or bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is ~~also~~ strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and~~disciplinary action or other~~ appropriate remedial action.~~sanctions.~~

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion. ~~District employee or another student.~~

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The superintendent is responsible for ensuring that this policy is implemented.

Definitions

"District" includes district facilities, district premises, and nondistrict property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the district.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

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

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

1. Physically harming a student or damaging a student's property;

2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or

3. Creating a hostile educational environment including interfering with the psychological well -being of the student.

"Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity[1], national origin, marital status, familial status, source of income, or disability.

"Teen dating violence" means:

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

2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

"Domestic violence" means abuse ~~by one or more of the following acts~~ between family and/or household members, as those terms are described in ORS 107.705.[2]~~:~~

~~1. Attempting to cause or intentionally, knowingly or recklessly causing bodily injury;~~

~~[1] "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual's sex at birth.~~

~~[2] "Family or household members" as defined in ORS 107.705 OR means any of the following:~~

~~2. Intentionally, knowingly or recklessly placing another in fear of imminent bodily injury;~~

~~3. Causing another to engage in involuntary sexual relations by force or threat of force.~~

"Cyberbullying" is the use of any electronic communication device to harass, intimidate or bully.

"Retaliation" means any acts of, including but not limited to, hazing, harassment, intimidation or bullying menacing, or cyberbullying toward the victim, a person in response to an actual~~actually~~ or apparent~~apparently~~ reporting of, or participation in the investigation of, hazing, harassment, intimidation or bullying, menacing, teen dating violence, acts of cyberbullying, or retaliation.

"Menacing" includes, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Reporting

The superintendent will take reports and conduct a prompt investigation of any reported acts~~report~~ of hazing,~~any act of~~ harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report ~~his/her~~ concerns to the superintendent who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a vehicle used for district- provided transportation shall immediately report the incident to the superintendent. Failure of an employee to report any~~an~~ act of[hazing, harassment, intimidation or bullying, menacing, cyberbullying, or ~~,~~teen dating violence~~, or an act of cyberbullying~~ to the superintendent may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been subjected to an act of hazing, harassment, intimidation~~harassed, intimidated~~ or bullying, menacing, or cyberbullying or feel they have~~bullied,~~ been a victim of teen dating violence ~~or acts of being cyberbullied~~ in violation of this policy, is encouraged to immediately report ~~their~~ concerns to the superintendent who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report ~~their~~ concerns to the superintendent.

~~This~~ A report made by~~from~~ a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair.

The person who makes the report shall be notified when the investigation has been completed~~complete~~ and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person who made~~makes~~ the report may request that the superintendent review the actions taken in the initial investigation, in accordance with administrative regulations.

Notification to Parents or Guardians

The principal shall notify the parents or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying.

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying. The notification is not required if the principal reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

1. The student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying requests that notification not be provided to the student's parents or guardians.

2. The principal determines that notification is not in the best interest of the student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying; and

3. The principal informs the student that federal law may require the student's parents and guardians to have access to the student's education record, including any requests of nondisclosure (from item 1 above).

If the principal determines the notification is not in the best interest of the student, they must inform the student of that determination prior to providing notification.

When notification is provided, the notification must occur:

1. Within a reasonable period of time; or

2. Promptly, for acts that caused physical harm to the student.

Training and Education

The district shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, and acts of cyberbullying and this policy.

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

The district shall incorporate into existing training programs for staff~~,~~ information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence, and acts of cyberbullying and this policy.

Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or staff handbook, school and district's~~district~~ website, and school and district office and the development of administrative regulations, including reporting and investigative procedures.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ODE.

END OF POLICY

Legal Reference(s):

[ORS 163.190]
[ORS 163.197]
ORS 107.705
ORS 166.065
ORS 166.155 - 166.165
ORS 174.100
ORS 332.072
ORS 332.107
ORS 339.240
ORS 339.250
ORS 339.351 - 339.368
OAR 581-021-0045
OAR 581-021-0046
OAR 581-021-0055
OAR 581-022-2310
OAR 581-022-2370
House Bill 2631 (2021)
House Bill 3041 (2021)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Alsea School District 7J

Code: **JFCF-AR**
Revised/Reviewed: 5/13/21
Orig. Code(s): JFCF-AR

Hazing, Harassment, ~~/~~Intimidation, ~~/~~Bullying, Menacing, ~~/~~Cyberbullying,~~/~~ Teen Dating Violence Reporting Procedures – Student

The superintendent has the responsibility for investigations concerning ~~reported~~ acts of hazing, harassment, intimidation or bullying, menacing, ~~and~~ acts of cyberbullying, and incidents of teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the report presented.

All reports will be investigated in accordance with the following procedures:

Step 1 Any reports or information on acts of hazing, harassment, intimidation or bullying, menacing, ~~and~~ acts of cyberbullying, or ~~and~~ incidents of teen dating violence (e.g.,~~,~~ complaints, rumors) shall be presented to the superintendent. Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The superintendent receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The superintendent will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or report . The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The superintendent conducting the investigation shall notify the person making~~who made~~ the report within 10 working days of receipt of the information or report and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to~~may be filed with~~ the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board may, within 20 working days, conduct a hearing at which time the person making the report shall~~may~~ be given an opportunity to present the report. The~~If the board chooses to hear the appeal the~~ Board shall provide a written decision to the person making the report within 10 working days following completion of the hearing.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

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

Alsea School District 7J

Code: **JFCG-AR**
Revised/Reviewed: 6/08/16
Orig. Code: JFCG-AR

Discipline for Use, Possession, Distribution or Sale of Tobacco Products or Inhalant Delivery Systems

The following procedures will be used~~sued~~ for students who violate the district's policy on use, possession, distribution or sale of tobacco products or inhalant delivery systems:

First Offense

One day detention and conference with students and~~the student's~~ parent. During detention, the student will be provided with information concerning harmful effects of smoking, or vaporizing or aerosolizing of inhalants and will be required to do further research on the effects of the same.

Second Offense

One day, out-of-school suspension and performance of service to school or community.

Third Offense

Three day, out-of-school suspension and suspension from extracurricular activities for remainder of semester.

Consistent refusal or neglect to obey the rules may lead to expulsion. Due process procedures shall be followed.

Alternative to Discipline

As an alternative to discipline, students may be referred to a cessation and/or tobacco education class. Attendance at such classes is voluntary. Any cost related to cessation classes is the responsibility of the student and ~~hi/her~~ their parent. The district may also require the successful completion of a behavior modification plan.

Other

A referral to law enforcement and/or public health authority may be made at any time.

Alsea School District 7J

Code: JFCG/JFCH/JFCI
Adopted:

Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems**

Student substance abuse, possession, use, distribution or sale of tobacco products, inhalant delivery systems, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If possession, use, distribution or sale occurred near district grounds, disciplinary action may include removal from any or all extracurricular activities and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution or sale occurred on district grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs are the individual responsibility of the parent and the private health care system.

Clothing, bags, hats and other personal items used to display, promote or advertise tobacco products, inhalant delivery systems, alcohol or unlawful drugs are prohibited on all district grounds, including parking lots, at school-sponsored activities and in district vehicles.

Any person under age 21 possessing a tobacco product or inhalant delivery system on district property, in a district facility or while attending a district-sponsored activity is in violation of state law and is subject to a court-imposed fine.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, a tobacco-burning or inhalant delivery

PROPOSED

system device, to a person under 21 years of age is in violation of state law and is subject to a court-imposed fine.

An "unlawful drug" is any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policy and any accompanying administrative regulation.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

END OF POLICY

Legal Reference(s):

ORS 153.018
ORS 161.605
ORS 161.625
ORS 163.575
ORS 332.107
ORS 336.067
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS 339.883
ORS 431.845
ORS 431A.175
ORS 431A.178
ORS 433.835 - 433.990
ORS Chapter 475

OAR 581-021-0050 - 0075

OAR 581-021-0110
OAR 581-022-2045
OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)-(o)
OAR 581-053-0430(12)-(14)
OAR 581-053-0531(11)-(13)
OAR 581-053-0630
OAR 584-020-0040

Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7118 (2012).

PROPOSED

Alsea School District 7J

Code: **JFCG/KGC/GBK**
Adopted: 7/12/16
Orig. Code: JFCG/KGC/GBK

DELETE

Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

(Version 1)

(see updated version)

It is the district's obligation to protect the health, welfare and safety of students. To be consistent with Oregon law and district curriculum, student possession, use, distribution or sale of tobacco products or inhalant delivery systems in any form on district premises, at school-sponsored activities, on or off district premises, on all district grounds, including parking lots, in district-owned, rented or leased vehicles or otherwise, or while a student is under the jurisdiction of the school is prohibited.

The use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all school-sponsored activities.

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include USFDA-approved tobacco products or other therapy products used for the purpose of cessation.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include USFDA-approved tobacco products or other therapy products marked and sold solely for the approved purpose.

Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the district must follow the requirements of Board policy JGDA/JGEA - Discipline of Students with a Disability, including those involving functional behavioral assessment, change of placement, manifestation determination, and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.

Violation of this policy by nonstudents may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times. The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 167.400
ORS 332.107
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS 339.883
ORS 431.840
ORS 433.835 to- 433.990

OAR 581-021-0050 to -0075
OAR 581-021-0110
OAR 581-022-0413
OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)
OAR 581-053-0430(12)
OAR 581-053-0531(11)
OAR 581-053-0630

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).

DELETE

Alsea School District 7J

Code: **JFCH**
Adopted: 6/08/16
Orig. Code: JFCH

Alcohol

Consumption, possession or sale of any alcoholic beverage on or about the district premises or at any district-sponsored activity is prohibited.

Violation of this regulation may result in suspension or expulsion. Violations occurring at times other than during school hours or district activities on district property may be referred to the proper law enforcement agencies.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.067
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
OAR 581-021-0050 to -0075
OAR 581-021-0110
OAR 581-022-0413
OAR 581-053-0230(9)(t)
OAR 581-053-0330(1)(n),(o)
OAR 581-053-0430(13),(14)
OAR 581-053-0531(12),(13)
OAR 581-053-0630

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

Alsea School District 7J

Code: **JFCI**
Adopted: 6/08/16
Orig. Code: JFCI

Substance/Drug Abuse

The unlawful possession, use, sale or supply of any narcotics including marijuana or any other dangerous/illegal drug, or any substance purported to be a drug, on or about the district premises or at any district-sponsored activity is prohibited.

The following definitions apply to this policy:

"Substance abuse" means the use of any chemical or chemical compound which releases vapors or fumes or substance not otherwise excepted by law, Board policy or administrative regulation, which is toxic, corrosive, an irritant, a strong sensitizer, flammable, combustible, generates or is used to generate pressure, if such chemical or chemical compound, substance or mixture of substances is used in a manner that may cause intoxication, inebriation, stupefaction, personal injury or illness when induced by any means into the human body.

An "unlawful drug" means any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, an unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policy JHCD - Administering Noninjectable Medicines to Students, JHCDA - Administering Injectable Medicines to Students and any accompanying administrative regulations.

"Drug paraphernalia" means all equipment, products and materials of any kind which are marketed for the use or designed for the use in manufacturing, compounding, producing, processing, preparing, analyzing, packaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise inducing a controlled substance or intoxicant into the human body.

Violations of this regulation will result in suspension or expulsion from school. Appropriate health and law enforcement agencies may be involved in at least a consultative and investigative capacity. Parents will be notified.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of school property is a Class A felony as provided by ORS 475.999.

END OF POLICY

Legal Reference(s):

ORS 161.605
ORS 161.625
ORS 332.107
ORS 336.067
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS Chapter 475

OAR 581-021-0050 to -0075
OAR 581-021-0110
OAR 581-022-0413
OAR 581-053-0230(9)(s),(t)
OAR 581-053-0330(1)(n),(o)
OAR 581-053-0430(13),(14)
OAR 581-053-0531(12),(13)
OAR 581-053-0630

OAR 584-020-0040

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

DELETE

Alsea School District 7J

Code: **JFCJ**
Adopted: 3/11/21
Orig. Code: JFCJ

Weapons in the Schools

Students shall not bring, possess, conceal or use a weapon on or at any~~district~~ property under the jurisdiction of the district, any~~,~~ activities under the jurisdiction of the district or any interscholastic activities administered by a voluntary organization.

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

The superintendent may authorize persons to possess weapons for courses, programs and activities approved by the district and conducted on district property including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports. The district will post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

For purposes of this policy, and as defined by state and federal law, "weapon" includes:

~~1.~~

~~2.~~1. ~~1. "Dangerous~~A "dangerous weapon" means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;

~~3.~~

~~4.~~2. ~~2. "Deadly~~A "deadly weapon" means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;

~~5.~~

~~6.~~3. ~~3. "Firearm"~~A "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon~~, or~~ any firearm muffler or silencer or any ~~other~~ destructive device~~;~~.

~~7.~~

~~8.~~4. ~~4. "Destructive~~A "destructive device" includes but is not limited to~~means~~ any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but are not ~~be~~ limited to, knives, metal knuckles, straight razors, noxious or~~,~~ irritating ~~or poisonous~~ gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and community members.~~patrons.~~

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district's replicas prohibition may be granted only with prior ~~building~~ principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks and pocket knives are subject to seizure or forfeiture. In accordance with Oregon law, any district employee who has reasonable cause to believe a student or other person, while in a school, is or ~~has,~~ within the previous 120 days has~~, unlawfully~~ been in possession of a firearm or destructive device, as defined by this policy, shall immediately report such violation to an administrator or~~, his/her~~ designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations for firearms or destructive devices have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device. ~~Parents will be notified of all conduct by their student that violates this policy.~~

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

Parents will be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students determined~~found~~ to have brought, possessed~~possessing~~, concealed or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the~~this~~ policy will result in discipline ~~up to~~ and may include~~including~~ expulsion and/or referral to ~~the appropriate~~ law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law[1]. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA – ~~/JGEA –~~ Discipline of Students with Disabilities~~,~~ and accompanying administrative regulation.

~~Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports.~~

~~The district may post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under ORS 166.370.~~

[1] At least once every six months or at any time the information changes because of the availability of new programs.

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

"Gun-Free School Zone" signs will be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

The superintendent will annually report the name of each school and the number of students from each listed schools expelled for bringing, possessing, concealing or using a firearm to the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

ORS 161.015
ORS 166.210 - 166.370
ORS 166.382
ORS 332.107
ORS 339.115
ORS 339.240
ORS 339.250
ORS 339.315
OAR 581-021-0050 - 0075
OAR 581-053-0010(5)
OAR 581-053-0230(9)(k)
OAR 581-053-0330(1)(r)
OAR 581-053-0430(17)
OAR 581-053-0531(16)

Gun-Free School Zones Act, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018).

Alsea School District 7J

Code: **JFCM**
Adopted: 3/11/21

Threats of Violence**

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage any district property, shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the district. Staff shall immediately notify an administrator of any threat, threatening behavior or act of violence the staff member has knowledge of, has witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. The superintendent or principal shall notify the parent or guardian of any student in violation of this policy and the disciplinary action imposed. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as prohibited by state and federal law and Board policy.

The district shall enforce this policy consistently, fairly and without bias against any student, including a student from a protected class as defined in Oregon Revised Statute 659.850.

The principal shall, in determining appropriate disciplinary action, consider:

1. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage district property;

2. Placing the student in a setting where the behavior will receive immediate attention from an administrator, counselor, licensed mental health professional or others;

3. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting[1].

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations, other disciplinary options or other procedures as may be required by law and this policy shall be provided by the district.

1. The superintendent, or principal shall attempt to notify: The parent or guardian of a student when the student's name appears on a targeted list at school that threatens violence or harm to the students on the list, or when threats of violence or harm to the student are made by another student at school;

[1]A student removed from the classroom setting for an evaluation may not be removed for more than 10 school days unless the principal is able to show good cause that an evaluation could not be completed in that time period.

2. Any district employee whose name appears on a targeted list at school threatening violence or harm to the district employee and when threats of violence or harm are made by a student or others at school.

The superintendent or principal shall attempt to notify the above persons by telephone or in person promptly and within 12 hours of discovery of a targeted list or learning of a threat. Regardless, the superintendent or principal shall issue a written follow-up notification within 24 hours of discovery of a targeted list or learning of a threat.

The principal will provide necessary information regarding threats of violence to law enforcement, child protective services and healthcare professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, the principal may provide such information to other school officials, including teachers within the district or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

The district or person participating in good faith in making the notification required by ORS 339.327 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the notification.

As a part of the district's proactive safety efforts, the superintendent will plan staff development activities designed to alert staff to early warning signs of possible violent behavior. Students so identified shall be referred to a counselor, licensed mental health professional and/or multidisciplinary team for evaluation and follow-up as appropriate.

END OF POLICY

Legal Reference(s):

ORS 161.015
ORS 166.210 - 166.370
ORS 332.107
ORS 339.115
ORS 339.240
ORS 339.250
ORS 339.327

OAR 581-021-0050 - 021-0075
OAR 581-053-0010(5)
OAR 581-053-0230(9)(k)
OAR 581-053-0330(1)(r)
OAR 581-053-0430(17)
OAR 581-053-0531(16)
OAR 581-053-0630

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Alsea School District 7J

Code: **JFE**
Adopted: 6/08/16
Orig. Code: JFE

Pregnant and Parenting Students

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

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

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

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

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community;

2. Facilitate the provision of such services, including counseling, life skills and parenting education, child care, transportation, career development and health and nutrition services to pregnant and/or parenting students;

3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;

4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;

5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

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

END OF POLICY

Legal Reference(s):

ORS 336.640 OAR 581-021-0046 OAR 581-023-0100(3)

Alsea School District 7J

Code: **JFE-AR**
Revised/Reviewed: 6/08/16
Orig. Code: JFE-AR

Individualized Plan for Pregnant and/or Parenting Teens

District _____ School _____

Date _____

Student Information

Student Name: _____

Age: _____ Date of Birth: _____

Pregnant? Yes ☐ No ☐ Due Date: _____

Parenting? Yes ☐ No ☐ No. of Children: _____ Ages: _____

Living Situation: _____

Sources of Financial Support: _____

Education Status: Grade completed ☐~~Standing:~~ 6 ☐~~,~~ 7 ☐~~,~~ 8 ☐~~,~~ 9 ☐~~,~~ 10 ☐~~,~~ 11 ☐~~,~~ 12
On Track for Graduation? Yes ☐ No ☐ Number of Credits Behind? _____

Date of Enrollment in Individualized Plan: _____

Program Information

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

EDUCATION		DESCRIPTION
Provided by: Family [ ] School [ ] Agency [ ]	Provided by: Family [ ] School [ ] Agency [ ]	
TRANSPORTATION		DESCRIPTION
Provided by: Family [ ] School [ ] Agency [ ]	Provided by: Family [ ] School [ ] Agency [ ]	

CHILD CARE		DESCRIPTION
Provided by: Family [ ] School [ ] Agency [ ]	Provided by: Family [ ] School [ ] Agency [ ]	
LIFE SKILLS TRAINING		DESCRIPTION
Provided by: Family [ ] School [ ] Agency [ ]	Provided by: Family [ ] School [ ] Agency [ ]	
PARENTING EDUCATION		DESCRIPTION
Provided by: Family [ ] School [ ] Agency [ ]	Provided by: Family [ ] School [ ] Agency [ ]	
CAREER DEVELOPMENT		DESCRIPTION
Provided by: Family [ ] School [ ] Agency [ ]	Provided by: Family [ ] School [ ] Agency [ ]	
HEALTH NUTRTION SERVICES		DESCRIPTION
Provided by: Family [ ] School [ ] Agency [ ]	Provided by: Family [ ] School [ ] Agency [ ]	
COUNSELING		DESCRIPTION
Provided by: Family [ ] School [ ] Agency [ ]	Provided by: Family [ ] School [ ] Agency [ ]	
OTHER SICIAL SERVICES		DESCRIPTION
Provided by: Family [ ] School [ ] Agency [ ]	Provided by: Family [ ] School [ ] Agency [ ]	

Education	**Description**
Provided by: ☐ Family	Paid for by: ☐ Family

☐ School	☐ School	
☐ Agency	☐ Agency	

Transportation		**Description**
Provided by:	Paid for by:	
☐ Family	☐ Family	
☐ School	☐ School	
☐ Agency	☐ Agency	

Child Care	**Description**	
Provided by:	Paid for by:	
☐ Family	☐ Family	
☐ School	☐ School	
☐ Agency	☐ Agency	

Life Skills Training		**Description**
Provided by:	Paid for by:	
☐ Family	☐ Family	
☐ School	☐ School	
☐ Agency	☐ Agency	

Parenting Education		**Description**
Provided by:	Paid for by:	
☐ Family	☐ Family	
☐ School	☐ School	
☐ Agency	☐ Agency	

Career Development		**Description**
Provided by:	Paid for by:	
☐ Family	☐ Family	
☐ School	☐ School	
☐ Agency	☐ Agency	

Health Nutrition Services		**Description**
Provided by:	Paid for by:	
☐ Family	☐ Family	
☐ School	☐ School	
☐ Agency	☐ Agency	

Counseling		**Description**
Provided by:	Paid for by:	
☐ Family	☐ Family	
☐ School	☐ School	
☐ Agency	☐ Agency	

Other Social Services		**Description**
Provided by:	Paid for by:	
☐ Family	☐ Family	
☐ School	☐ School	
☐ Agency	☐ Agency	

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

Signature of Student _____ Date _____

Signature of Parent/Guardian _____ Date _____

Signature of School Representative _____ Date _____

Termination Data

Date of termination from program: _____ Reason (check one):

~~Comments:~~ _____

☐ Nonattendance

☐ Moved

☐ Completed diploma[1] ☐ ~~HS degree~~

☐ Completed GED

☐ Returned to regular school program

☐ Other _____

[1] A "diploma," as it pertains to policy JFE, means a diploma, an extended diploma, a modified diploma or an alternative certificate.

Comments: _____

_____

_____

_____ Other: _____

_____

Alsea School District 7J

Code: **JFG**
Adopted: 7/12/16
Orig. Code: JFG

Student Searches**

The Board seeks to ensure a learning environment which protects the health, safety and welfare of students and staff. To assist the Board in attaining these goals, district officials may, subject to the requirements below, search a student's person and property, including property assigned by the district for the student's use. Such searches may be conducted at any time on district property or when the student is under the jurisdiction of the district at school-sponsored activities.

All student searches conducted by the district shall be subject to the following requirements:

1. The district official shall have individualized, "reasonable suspicion" based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school;

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

Routine inspections of district property assigned to students may be conducted at any time.

Use of drug-detection dogs and metal detectors, or similar detection devices, may be used only on the express authorization of the superintendent.

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

Students may be searched by law enforcement officials on district property or when the student is under the jurisdiction of the district. Law enforcement searches ordinarily shall be based upon a warrant. District officials will attempt to notify the student's parent(s) in advance and will be present for all such searches, whenever possible.

The superintendent shall develop an administrative regulation for implementing this policy in a manner which protects students' rights and provides a safe learning environment without unreasonable interference. Provisions for staff, student and parent notice of the Board's policy and accompanying regulation shall be included.

END OF POLICY

Legal Reference(s):

ORS 332.107 OAR 581-021-0050 to -0075

New Jersey v. T.L.O., 469 U.S. 325 (1985).
State ex. rel. Juv. Dept. v. M.A.D., 233 P3d. 437, 348 Or. 381 (2010).
State v. B.A.H., 263 P3d. 1046, 245 Or. App. 203 (2011).
State v. A.J.C., 326 P3d. 1195, 355 Or. 552 (2014).

Alsea School District 7J

Code: **JFG-AR**
Revised/Reviewed: 7/12/16
Orig. Code: JFG-AR

Student Searches**

1. Definitions

   a. "Reasonable suspicion" is based upon specific and articulated facts to believe that the student personally poses, or is in possession of some item that poses a risk of immediate and serious harm to the student, school officials and/or others at the school. The official's knowledge may be based upon relevant past experience of the official, observation by the official and/or credible information from another person.

      (1) "Past experience" may provide the district official with information relevant to the violation as well as information which enables the official to evaluate the credibility of information from another person.
      (2) "Credible information from another person" may include information which the district official reasonably believes to be true provided by another district employee, a student, a law enforcement or other government official or some other person.

   b. "Reasonable in scope" means that the manner and extent of the search are reasonably related to the objectives of the search, the unique features of the official's responsibilities, and limited to the particular student or students most likely to be involved in the infraction and the area(s) which could contain the item(s) sought, and not excessively intrusive in light of the student's age, sex, maturity and the nature of the infraction.

2. Routine Inspection of District Property Assigned to Students

   a. Lockers, desks and other storage areas provided by the school and assigned to a particular student(s) are the property of the district, remain in the possession of the district and are under the control of the principal. Students have no expectation of privacy regarding these items/areas.
   b. Students may use district-owned storage areas for the limited purpose of temporarily keeping items needed for attendance and participation in school instructional and activity programs only. No other purpose is permitted.
   c. Students shall be provided notification that district-owned storage areas assigned to students are subject to routine inspection without prior notice for the following reasons:

      (1) Ensure that no item which is prohibited on district premises is present;
      (2) Ensure maintenance of proper sanitation;
      (3) Ensure mechanical condition and safety;
      (4) Reclaim overdue library books, texts or other instructional materials, property or equipment belonging to the district.

3. Voluntary Consent

When a district official has the requisite justification to search either a particular district-owned storage area assigned to a student~~,~~ or the clothing or the personal property of a student, the official has the option of making a search or asking the student to voluntarily provide the item(s) sought. Before making a search, the official should ordinarily ask for the student's voluntary consent by requesting the student to empty the contents of the storage area, clothing or personal property. If the student refuses consent for their~~his/her~~ personal property, the official may elect to contact the student's parents to obtain consent for the search of personal property.

1. Search Procedures

   a. With the requisite justification, a school official may search an individual student, a district-owned storage area assigned to a student or the personal property of a student. Personal property of a student includes, but is not limited to, wallets, purses, lunch boxes/sacks, book bag, backpack or other containers used to carry belongings.
   b. All searches of a student or a student's personal property shall be based on the required reasonable suspicion/risk of immediate and serious harm and shall be reasonable in scope. A "strip search," requiring a student to remove clothing down to the student's underwear or including underwear is prohibited by the district.
   c. Searches will generally be conducted by an~~a~~ administrator or by other school personnel only as authorized by the administrator. In certain circumstances an~~a~~ administrator may be assisted by a law enforcement official(s).
   d. The student will generally be permitted to be present during a search of a district-owned storage area assigned to the student or during a search of the student's personal property. The student's presence is not required, however.
   e. Search of a student's clothing will be limited to the student's "outer clothing" only. "Outer clothing" means the student's coat, jacket or other such outerwear garments worn by a student. A search of the clothing may include the search of a container inside the clothing, provided that the container is of a size and shape to hold the object of the search.
   f. Searches of a student's outer clothing will be conducted by a district official of the same sex as the student.
   g. Where the object of the search may be felt by a "pat down" of clothing or personal property, the district official may first pat the clothing or property in an attempt to locate the object before searching inside the clothing or property.
   h. Searches will be conducted in privacy, out of the view of other students, staff and others and in the presence of an adult witness of the same sex as the student.
   i. Any item removed from the student as a result of the above procedures which is not evidence of a violation of a law, Board policy, administrative regulation or school rule may be returned to the student, as appropriate.

2. Other Searches[1]

[1] Consult with legal counsel prior to implementing procedures in this section, modifying as appropriate to meet local needs.

a. Student vehicles may be parked on district property on the condition that the student and their~~his/her~~ parent(s) allow~~allows~~ the vehicle and its contents, upon reasonable suspicion/risk of immediate serious harm, to be examined.

If a student or parent(s) refuses to allow access to a vehicle when requested under the circumstances described above, the student's privilege of bringing a vehicle onto district property will be terminated for the remainder of the school year. Law enforcement officials may be notified.

b. Metal detectors, including walk-through and hand-held devices, may be used when the superintendent determines that there is a need for such detectors based upon reasonable information of a history of:

(1) Weapons or dangerous objects found at school, on district property, at a school function or in the vicinity of the school; or
(2) Incidents of violence involving weapons at a school, on district property, at a school function or in the vicinity of the school.

Upon positive detection, a student will be asked to voluntarily remove the metal item. If the student refuses consent, the student will be held (will not be allowed further entrance into the building) and any personal property will be seized and secured while the parent(s) and law enforcement officials are summoned.

c. Drug-detection dogs may be used when the superintendent determines that there is a need for use of such dogs based upon reasonable information of a history of:

(1) Drugs and/or drug paraphernalia use/possession at school, on district property, at a school function or in the vicinity of the school; or
(2) Incidents of violence or health emergencies involving drugs and/or drug paraphernalia at a school, on district property, at a school function or in the vicinity of the school.

After such need has been determined, drug-detection dogs may be used to sniff out contraband in district-owned storage areas or in student vehicles parked on district property upon reasonable suspicion to believe that contraband is in the area or vehicle.

Drug-detection dogs will not be used for general or "dragnet" searches.

d. Body fluid searches of students for the presence of alcohol or drugs are prohibited by the district unless specifically authorized by the Board as part of its athlete drug-testing program.
e. The district may deploy breathalyzer devices at extracurricular events and activities. Students may be subject to testing procedures as a prerequisite to attending the event/activity. If a student refuses testing, the student~~he/she~~ will be detained and parents will be contacted to come and take the student home.

3. Discipline

a. Possession or use of unauthorized, illegal, unhealthy or unsafe materials will result in the following:

(1) Seizure of the material:

(a) Property, the possession of which is a violation of law, Board policy, administrative regulation or school rule will be returned to the parent or, if also a violation of law, turned over to law enforcement officials or destroyed by the district as deemed appropriate by the principal;
(b) Stolen property will be returned to its rightful owner;
(c) Unclaimed property may be disposed of in accordance with Board policy DN - Disposal of School Property.

(2) Discipline up to and including expulsion and notification given to law enforcement officials as appropriate or as otherwise required by law or Board policy.

4. Documentation

a. Building administrators shall document all searches.
b. Documentation shall consist of the following:

(1) Name, age and sex of student;
(2) Date, time~~Time~~ and location of search;
(3) Justification for search and nature of the reasonable suspicion/risk of immediate and serious harm;
(4) Description of the object(s) of the search;
(5) Type/Scope of search (areas/items searched);
(6) Results of search, prohibited material(s) found, disposition of the material(s) seized and discipline imposed;
(7) Name of the witness to the search;
(8) Name of the district official conducting the search;
(9) Contacts with law enforcement and name/position of the contact(s).

c. Documentation will be maintained as a part of the student's education records and retained in accordance with applicable Oregon Administrative Rules governing records' retention.

5. Notice

Notice of the Board's policy and this administrative regulation will be provided to staff, students and their parent(s) annually, through staff and student/parent handbooks.

6. Cooperation with Law Enforcement Officials

Building administrators will meet with law enforcement officials annually to review:

a. Official contact protocols;
b. Applicable Board policies and administrative regulations;
c. Circumstances in which the district will generally be requesting local law enforcement involvement in student searches and suspected crimes;
d. Handling ~~of~~ searches and evidence when involving law enforcement officials.

STUDENT SEARCH FORM

1. Name, age and sex of student: _____

_____

2. Time and location of search: _____

_____

3. Basis for search and nature of reasonable suspicion. What factors caused you to have a reasonable suspicion that the search of this student, their~~his/her~~ person or property or property assigned by the district for student use, would turn up evidence of some item that posed a risk of immediate and serious harm to the student, school officials and/or others at the school? Describe.

_____

_____

4. Describe areas and items was searched: _____

_____

_____

5. What did the search yield? Were any prohibited items/materials seized? Were seized items/materials turned over to police? ~~law enforcement?~~ Parents? Other? Why or why not? Explain and include name(s)/position(s) of law enforcement contacts.

_____

_____

6. Was discipline imposed? Why or why not? _____

_____

7. Name and title/position of the witness to the search: _____

_____

8. Name and title/position of district official conducting the search: _____

_____

_____ _____

Signature of Witness Date Signature of District Official Conducting Search Date

Alsea School District 7J

Code: **JFI**
Adopted: 6/08/16
Orig. Code: JFI

Student Demonstrations and Petitions

Demonstrations

District ~~S~~students are permitted to hold demonstrations on district property under the following conditions:

1. The demonstration must be scheduled with the superintendent in advance; a crowd control plan must be presented;

2. The demonstration must not disrupt classroom activities;

3. The demonstration must not present a threat to student or staff safety or be a hazard to district property.~~;~~

4. No resource person may be present unless the provisions of Board policy are met.

Petitions

Students may petition for a change in Board policies, administrative regulations and school rules. Petitions must be reviewed by an~~a building~~ administrator prior to circulation on district grounds and must be submitted to the superintendent upon completion. The superintendent will forward petitions to the Board or administrator, as appropriate~~ authorities~~.

Informal Student Gatherings

Students gathered informally shall not disrupt the orderly operation of the educational process.

Students gathered informally shall not infringe upon the rights of others to pursue their activities.

END OF POLICY

Legal Reference(s):

ORS 332.072
ORS 332.107

OAR 581-021-0050
OAR 581-021-0055

U.S. Const. amend. I; U.S. Const. amend. XIV.
Or. Const., art. I, § 8.
Equal Access Act, 20 U.S.C. §§ 4071-4074 (2012).

Alsea School District 7J

Code: **JG**
Adopted: 6/13/17
Orig. Code: JG

Student Discipline **

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

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.

The major objectives of the district~~school~~ discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;

2. Understanding and respect for the law, Board policies, administrative regulations and school rules;

3. Understanding of and respect for public and private property rights.

The Board seeks to ensure~~assure~~ a school climate which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop procedures~~administrative regulations~~ whereby those students who disrupt the educational setting or who endanger the safety of others, will ~~will be offered corrective counseling and~~ be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, use approaches~~practices~~ that are shown through research to be effective to correct behavioral problems, while supporting a students' attendance to school and classes. Examples include, but are not limited to, reprimands, conferences, detention and denial of participation in cocurricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.). The superintendent may propose alternative programs of instruction or instruction combined with counseling prior to a student's expulsion or a student leaving school in accordance with law.

The district shall enforce consistently, fairly and without bias all student conduct policies, administrative regulations and school rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or c) when required by law. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion.

The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;

2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or

3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA - Discipline of Students with Disabilities and accompanying administrative regulation.

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.061
ORS 332.072
ORS 332.107
ORS 339.115
ORS 339.240 to -339.280
ORS 659.850
OAR 581-021-0045
OAR 581-021-0050 to -0075

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

Alsea School District 7J

Code: **JGA**
Adopted: 12/16/21
Orig. Code: JGA

Corporal Punishment**

The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

"Corporal punishment" is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

A staff member is authorized to employ reasonable physical force upon a student when and to the extent the application of physical force is consistent with ORS 339.285-339.303. Physical force shall not be used to discipline or punish a student. A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

ORS 161.205
ORS 332.107
ORS 339.240
ORS 339.250
OAR 581-021-0050 – 0075
OAR 584-020-0040

Alsea School District 7J

Code: **JGAB**
Adopted: 6/08/16
Orig. Code: JGA

Use of Restraint and Seclusion

(Version 1)

(see updated version)

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during, and after the use of physical restraint and/or seclusion as an intervention with district students.

Definitions

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical, or prone restraint of a student as these methods are prohibited by Oregon law.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student physically is prevented from leaving.

   Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.

3. "Serious bodily injury" means any significant impairment of the physical conditions of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

4. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

   Mechanical restraint does not include:

   a. A protective or stabilizing device ordered by a licensed physician; or
   b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health professional or other qualified health care professional acting under the professional's scope of practice.

6. "Prone restraint" means a restraint in which a student is held face down on the floor.

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

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint, and/or seclusion also may be used by a school administrator, teacher, or other school employee as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in OAR 581-021-0568.

The district shall utilize the Oregon Intervention System (OIS) training program of physical restraints and seclusion for use in the district. As required by state regulation, the selected program shall include: behavioral support, prevention, de-escalation, and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to the Superintendent of Public Instruction to ensure compliance with district policies and procedures.

The results of the annual review shall be documented and shall include at a minimum:

1. The total number of incidents of physical restraint;
2. The total number of incidents of seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of student placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
7. The total number of students placed in physical restraint and/or seclusion more than ten times in a school year and an explanation of what steps have been taken by the district to decrease the use of physical restraint and seclusion for each student.
8. The total number of physical restraint and seclusion incidents carried out by untrained individuals;
9. The demographic characteristics of all students upon whom physical restraint and/or seclusion was imposed;

10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This report shall be made available to the Board and to the public at the district's main office and on the district's website. At least once each school year the public shall be notified as to how to access the report.

At least once each school year the public shall be notified as to how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL and KL-AR - Public Complaints.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of physical restraint or seclusion by district personnel.

END OF POLICY

Legal Reference(s):

ORS 161.205
ORS 339.250
ORS 339.285
ORS 339.288
ORS 339.291
ORS 339.294
ORS 339.297
ORS 339.300
ORS 339.303

OAR 581-021-0061
OAR 581-021-0550
OAR 581-021-0553
OAR 581-021-0556
OAR 581-021-0563
OAR 581-021-0566
OAR 581-021-0568
OAR 581-021-0569
OAR 581-021-0570
OAR 581-022-2267
OAR 581-022-2370

DELETE

Alsea School District 7J

Code: **JGAB**
Adopted:

Use of Restraint or Seclusion**

(Version 2)

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object[1], including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

[1] The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and

2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and

2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator[, or volunteer], it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

   "Restraint" does not include:

   a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
   b. Assisting a student to complete a task if the student does not resist the physical contact; or
   c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:

      (1) Break up a physical fight;
      (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
      (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

   "Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

PROPOSED

3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

4. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

5. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.

6. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

   "Mechanical restraint" does not include:

   a. A protective or stabilizing device ordered by a licensed physician; or
   b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

7. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice for standard treatment of the student's medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice.

8. "Prone restraint" means a restraint in which a student is held face down on the floor.

9. "Supine restraint" means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the CPI training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;

2. The total number of incidents involving seclusion;

3. The total number of seclusions in a locked room;

4. The total number of students placed in restraint;

5. The total number of students placed in seclusion;

6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;

7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;

8. The total number of restraint or seclusion incidents carried out by untrained individuals;

9. The demographic characteristics[2] of all students upon whom restraint or seclusion was imposed;

10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023. This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

Legal Reference(s):

ORS 161.205
ORS 339.250
ORS 339.285
ORS 339.288
ORS 339.291
ORS 339.294
ORS 339.297
ORS 339.300
ORS 339.303

OAR 581-021-0061
OAR 581-021-0550
OAR 581-021-0553
OAR 581-021-0556
OAR 581-021-0563
OAR 581-021-0566
OAR 581-021-0568
OAR 581-021-0569
OAR 581-021-0570
OAR 581-022-2267
OAR 581-022-2370

PROPOSED

[2] Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

Alsea School District 7J

Code: **JGAB-AR**
Revised/Reviewed: 6/08/16
Orig. Code(s): JGAB-AR

Use of Restraint and Seclusion

(Version 1)

(see updated version)

General Guidelines

1. Parents will be provided verbal or electronic notification by the school staff following the use of physical restraint or seclusion by the end of the day on which the incident occurred.

2. Parents will be provided written documentation of the incident within 24 hours that provides:

   a. A description of the physical restraint and/or seclusion;
   b. The date of the physical restraint or seclusion;
   c. The time the physical restraint or seclusion began and ended, and the location;
   d. A description of the student's activity that prompted the use of physical restraint or seclusion;
   e. The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted;
   f. The names of the personnel of the public education program who administered the physical restraint or seclusion;
   g. A description of the training status of the personnel who administered the physical restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
   h. Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.

3. If the physical restraint or seclusion was administered by a person without training, the district will provide that information along with the reason why a person without training administered the physical restraint or seclusion.

4. A building administrator will be notified as soon as practicable whenever physical restraint and/or seclusion has been used.

5. If physical restraint or seclusion continues for more than 30 minutes, the student must be provided with adequate access to bathroom and water every 30 minutes. If physical restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes an administrator for the public education program must provide written authorization for the continuation of the physical restraint or seclusion, including providing documentation for the reason the physical restraint or seclusion must be continued. Whenever physical restraint or seclusion extends beyond 30 minutes, personnel of the district will immediately attempt to verbally or electronically notify a parent.

6. A district Physical Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment.

7. A documented debriefing meeting must be held within two school days after the use of physical restraint and/or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include a building administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.

The completed Physical Restraint and/or Seclusion Incident Report Form shall include the following:

1. Name of the student;

2. Name of staff member(s) administering the physical restraint or seclusion;

3. Date of the physical restraint or seclusion, and the time the physical restraint or seclusion began and ended;

4. Location of the physical restraint or seclusion;

5. A description of the physical restraint or seclusion;

6. A description of the student's activity immediately preceding the behavior that prompted the use of physical restraint or seclusion;

7. A description of the behavior that prompted the use of physical restraint or seclusion;

8. Efforts to de-escalate the situation and alternatives to physical restraint or seclusion that were attempted;

9. Information documenting parent contact and notification; and

10. A summary of the debriefing meeting held.

Physical restraint and/or seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or Section 504 plan.

1. Parent participation in the plan is required.

2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained personnel, including the district representative who is familiar with the physical restraint training practices adopted by the district.

3. Prior to the implementation of any behavioral support plan that includes physical restraint and/or seclusion a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.

Use of physical restraint and/or seclusion in an emergency by school administrator or staff to maintain order or prevent a student from harming his/herself, other students or school staff.

Use of physical restraint and/or seclusion under these circumstances with a student who does not have physical restraint and/or seclusion as a part of their IEP or 504 plan is subject to all of the requirements established by this administrative regulation with the exception of those specific to plans developed in an IEP or a 504 plan.

Alsea School District 7J

Code: **JGAB-AR**
Revised/Reviewed:

Use of Restraint or Seclusion
(Version 2)

Procedure

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.

2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:

   a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
   b. Written documentation of the incident within 24 hours that provides:

      (1) A description of the restraint or seclusion including:

         (a) The date of the restraint or seclusion;
         (b) The times the restraint or seclusion began and ended; and
         (c) The location of the incident.

      (2) A description of the student's activity that prompted the use of restraint or seclusion;
      (3) The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
      (4) The names of staff of the district who administered the restraint or seclusion;
      (5) A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
      (6) Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.

3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student that includes the lack of training, and the reason why a person without training administered the restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.

4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.

5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or

seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.

6. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:

   a. Name of the student;
   b. Name of staff member(s) administering the restraint or seclusion;
   c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
   d. Location of the restraint or seclusion;
   e. A description of the restraint or seclusion;
   f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
   g. A description of the behavior that prompted the use of restraint or seclusion;
   h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
   i. Information documenting parent or guardian contact and notification.

7. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include an administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.

8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.

9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the superintendent within 24 hours of the incident, or to the union representative for the affected person, if applicable.

10. The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

Restraint and/or seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or Section 504 plan.

1. Parent participation in the plan is required.

2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained staff, including a behavioral specialist and a district representative who is familiar with the restraint and seclusion training practices adopted by the district.

3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.

4. When a behavior support plan includes restraint or seclusion the parents may be provided a copy of the district Use of Restraint or Seclusion policy at the time the plan is developed.

PROPOSED

5. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan.

Use of restraint and/or seclusion in an emergency by school administrator, staff or volunteer to maintain order or prevent a student from harming themself, other students or school staff.

Use of restraint and/or seclusion under these circumstances with a student who does not have restraint and/or seclusion as a part of their IEP or Section 504 plan, is subject to all of the requirements established by Board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or 504 plan.

PROPOSED

Alsea School District 7J

Code: **JGD**
Adopted: 6/08/16
Orig. Code: JGD

Suspension**

The Board authorizes the administration to suspend a student ~~suspension~~ for one or more of the following reasons:

1. Willful disobedience and violation of Board policies, administrative ~~school~~ regulations or school rules;

2. Willful conduct which materially and substantially disrupts the rights of others to an education;

3. Willful conduct which endangers the student, other students or staff members;

4. Willful conduct which damages or injures district property.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;

2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or

3. When the suspension is required by law.

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

~~Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student/Parent Handbook* or code of conduct made available by the district.~~

Each notice of suspension will include a statement of the reasons for suspension, the length of the suspension, ~~and~~ a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during nonschool hours as an alternative to suspension. ~~Every reasonable and prompt effort must be made to notify the parents of suspended students.~~

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent or participate in activities directed or sponsored by the district.

A decision by the superintendent or designee to suspend a student may be appealed to the Board through the district's complaint procedures (see Board policy KL - Public Complaints and its accompanying administrative regulations).

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student/Parent Handbook* made available by the district.
~~Suspensions may be appealed to the Board.~~

END OF POLICY

Legal Reference(s):

ORS 339.240
ORS 339.250

OAR 581-021-0050
OAR 581-021-0055
OAR 581-021-0060

OAR 581-021-0065
OAR 581-021-0071
OAR 581-021-0075

Alsea School District 7J

Code: **JGDA~~/JGEA~~**
Adopted: 6/08/16
Orig. Code: JGDA/JGEA

Discipline of Students with Disabilities**

When considering student disciplinary procedures that may result in removal of the student, the district follows all special education procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) if:

1. The student is receiving individualized education program (IEP) services;

2. For the student not yet identified as a student with a disability, the district had knowledge that the student had a disability and needed special education.

For a violation of a code of conduct, the district may remove a student with a disability from a current educational placement to an appropriate interim alternative educational setting, another setting, or suspension, for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities, if the removals do not constitute a pattern. The district may remove a student with disabilities for additional periods of up to 10 days if the removals do not constitute a pattern. The determination regarding whether a series of removals constitutes a pattern is subject to review in an expedited due process hearing.

Disciplinary removal of a student with a disability constitutes a change in the student's educational placement when the removal is for more than 10 consecutive school days, or the removal is for more than 10 cumulative school days and constitutes a pattern of removals. When considering whether to order a disciplinary change of placement the district may consider any unique circumstances on a case-by-case basis. Any decision to initiate a disciplinary change in placement requires a determination of whether the conduct leading to the disciplinary removal was caused by, or was substantially related to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

For a violation involving drugs, weapons or the infliction of serious bodily injury, the district may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year without regard to whether the behavior is a manifestation of the student's disability. This removal is considered a change in placement.

The district will provide educational services to a student who is suspended or expelled for more than 10 school days in a school year. These services may be provided in a different location or interim alternative educational setting as determined by the IEP and placement teams.

END OF POLICY

Legal Reference(s):

ORS 326.565
ORS 326.575
ORS 336.187
ORS 339.240
ORS 339.250
ORS 339.252
ORS 343.177

OAR 581-015-2400
OAR 581-015-2405
OAR 581-015-2410
OAR 581-015-2415
OAR 581-015-2420
OAR 581-015-2425
OAR 581-015-2430
OAR 581-015-2435
OAR 581-015-2440

Individuals with Disabilities Education Act (IDEA, 20 U.S.C. § 1415 (k)) (2006).
Assistance to States for the Education of Children with Disabilities, 34 CFR § 300.507 and § 300.508(a)-(c); §§ 300.510 - 300.514; §§ 300.530 - 300.536.

Alsea School District 7J

Code: **JGDA~~/JGEA~~-AR**
Revised/Reviewed: 6/08/16
Orig. Code: JGDA/JGEA-AR

Discipline of Students with Disabilities**

Definition

1. The district applies the following definitions when considering disciplinary action:

    a. "Behavioral intervention plan" means an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.
    b. "Current educational placement" means the type of educational placement of the student as described in the student's "annual determination of placement" document at the time of the disciplinary removal. It does not mean the specific location or school but the types of placement on the continuum of placement options.
    c. "Disciplinary removal" means suspension, expulsion or other removal from school for disciplinary reasons, including removals pending completion of a risk assessment. It does not include:

        (1) Removals by other agencies;
        (2) Removals for public health reasons (e.g., head lice, immunizations, communicable diseases, etc.);
        (3) In-school suspensions if the student continues to have access to the general curriculum and to special education and related services as described in the student's individualized education program (IEP), and continues to participate with nondisabled students to the extent they would in their current placement; or
        (4) Bus suspensions, unless the student's IEP includes transportation as a related service, the district makes no alternative transportation arrangements for the student, and the student does not attend school as a result of the bus suspension.

2. "Functional behavioral assessment" means an individualized assessment of the student that results in a team hypothesis about the function of a student's behavior and, as appropriate, recommendations for a behavior intervention plan.

3. "Suspension" means any disciplinary removal other than expulsion.

Disciplinary Change of Placement

1. Disciplinary removal of a student with a disability constitutes a change in the student's educational placement when:

    a. The removal is for more than 10 consecutive school days; or
    b. The removal is for more than 10 cumulative school days and constitutes a pattern of removals.

2. The district may consider any unique circumstances on a case-by-case basis when determining whether to order a disciplinary change in placement.

Manifestation Determination

1. Within 10 days of any decision to initiate a disciplinary change in placement of a student with a disability, the district convenes a manifestation determination meeting.

2. The district follows all required special education procedures for determining whether a student's conduct that led to a disciplinary removal from school was caused by, or had a substantial relationship to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

Disciplinary Removals for up to 10 School Days

1. The district may remove students with disabilities from their current educational placement, to an appropriate interim alternative educational setting, another setting, or suspension, for up to 10 school days in a school year to the same extent, and with the same notice, for violation of a code of conduct as for students without disabilities. These removals are not considered a change in placement.

2. During disciplinary removals for up to 10 school days:

    a. The district is not required to provide access to special education and the general curriculum unless students without disabilities are provided access during this time.
    b. The district is not required to determine whether the student's behavior resulting in the disciplinary removal is a manifestation of the student's disability.
    c. The district counts days of suspension for the purposes of procedural safeguards as follows:

        (1) Suspensions of a half day or less will be counted as a half day; and
        (2) Suspensions of more than a half day will be counted as a whole day;
        (3) If a student moves from another district in Oregon, any days of suspension from the former district apply, unless the district does not have knowledge of previous suspensions.

Disciplinary Removals of More than 10 Cumulative School Days and Pattern of Removal

1. The district may remove students with disabilities from their current educational placement to an appropriate interim alternative educational setting, another setting or suspension for additional periods of up to 10 days in a school year to the same extent, and with the same notice as for students without disabilities, if the removals do not constitute a pattern. These removals do not constitute a change in placement.

2. In determining whether removals of additional periods of up to 10 school days constitute a pattern or removals, school personnel will consider, on a case by case basis:

    a. Whether the behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
    b. Additional factors such as the length of each removal, the total number of days of removal, and the proximity of removals to one another.

3. During removals of additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will provide services that are necessary to enable the student to:

    a. Continue to participate in the general education curriculum;
    b. Progress toward achieving the goals in the student's IEP; and
    c. The services and location for delivery of services in this section will be determined by school personnel, in consultation with at least one of the student's teachers, or by the student's IEP team.

4. The determination regarding whether a series of removal constitutes a pattern is subject to review in an expedited due process hearing.

Removal to an Interim Alternative Educational Setting for Not More Than 45 Days by the District under Special Education Circumstances

1. The district may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year for a drug or weapon violation, or for infliction of serious bodily injury, without regard to whether the behavior is manifestation of the student's disability. This removal is considered a change in placement. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order such a removal.

2. For the purpose of determining a drug or weapon violation or serious bodily injury, the district will apply the following definitions:

    a. "Drug" means illegal drug or controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or otherwise legally possessed. It does not include alcohol or tobacco.
    b. "Drug violation" means the use, possession, sale or solicitation of drugs at school or a school function.
    c. "Infliction of serious bodily injury" means serious bodily injury caused by a student to another person while at school, on school premises or at a school function under the jurisdiction or ODE or a district.
    d. "Serious bodily injury" means bodily injury, which involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
    e. "Weapon" means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that it does not include a pocket knife with a blade of less than 2 1/2 inches in length.
    f. "Weapon violation" means carrying a weapon to school or to a school function or acquiring a weapon at school.

3. On the date that the district decides to remove a student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the district notifies that parent(s) of the decision and gives the parent(s) a *Procedural Safeguards Notice*.

4. Within 10 school days of any decision to remove the student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the district:

a. Convenes a meeting to determine whether the behavior is a manifestation of the student's disability; and
b. Conducts, as appropriate, a functional behavior assessment, and develops a behavior intervention plan based on the functional behavior assessment that is designed to address the behavior so it does not recur.

Removal to an Interim Alternative Educational Setting for Not More than 45 Days by Administrative Law Judge for Injurious Behavior

1. The district may request an expedited due process hearing to obtain an administrative law judge's order to remove a student to an interim alternative educational setting for not more than 45 school days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.

2. The interim alternative educational setting must meet the requirements of the "Interim Alternative Educational Setting" section.

Interim Alternative Educational Setting

When a student with a disability is placed in an interim alternative educational setting, the setting:

1. Is determined by the student's IEP; and

2. Enables the student to:

   a. Continue to participate in the general curriculum, although in another setting;
   b. Progress toward achieving the goals in the student's IEP; and
   c. Receive services and modifications designed to address the misconduct that led to placement in the interim alternative educational setting and to prevent the misconduct from recurring.

Placement Pending Appeal

If a parent disagrees with the manifestation determination or any decision about placement related to the disciplinary removal and requests a due process hearing, the student will remain in the interim alternative educational setting pending the decision of the administrative law judge, or until the end of the disciplinary removal, whichever is shorter, unless the parent and district agree to another placement pending the hearing.

Conduct and Outcome of a Manifestation Determination

1. Within 10 school days of any decision to change the placement of a student with a disability for disciplinary reasons, the district convenes a manifestation determination meeting.

2. The team that determines whether a student's behavior that led to a disciplinary removal from school was caused by, or had a substantial relationship to the student's disability or was a direct result of the district's failure to implement the student's IEP, includes the parent(s), district representatives and other relevant members of the IEP team, as determined by the parent and district.

a. The team reviews all relevant student information, including the student's IEP, teacher observations and information provided by the parent.
b. The team concludes that the conduct in question is a manifestation of the student's disability if it determines the behavior was caused by, or had a substantial relationship to, the child's disability, or if it was the direct result of the district's failure to implement the IEP.

3. If the team determines that the district did not implement the student's IEP or identifies other deficiencies in the student's IEP or placement, the district corrects the identified deficiencies immediately.

4. Regardless of whether the behavior was a manifestation of the student's disability, the district may remove the student to an interim alternative educational setting for weapons or drug violations or for infliction of serious bodily injury for up to 45 days.

5. When behavior is a manifestation of disability.

   If the team concludes that the behavior was a manifestation of the student's disability:

   a. The district will not proceed with a disciplinary removal for more than 10 days.
   b. The district conducts a functional behavioral assessment and develops a behavior plan to address the behavior that led to the disciplinary action. If the district has already conducted a functional behavioral assessment or if the student already has a behavior intervention plan regarding that behavior, the district reviews, modifies as necessary and implements the plan to address the behavior.
   c. The district may review and revise the student's IEP and placement through normal IEP and placement processes.
   d. The district may enter into an agreement with the parent to change the student's placement as part of the modification of the behavioral intervention plan.
   e. If the district believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others, the district may appeal the decision of the manifestation determination team by requesting an expedited due process hearing. An administrative law judge who concludes that maintaining the current educational placement is substantially likely to result in injury to the student or to others may order a change in placement to an interim alternative educational setting for no more than 45 days.

6. When behavior is not a manifestation of disability.

   a. If the IEP team determines that the student's behavior is not a manifestation of the student's disability the district may proceed with disciplinary removals, in the same manner and for the same duration, as would be applied to students without disabilities. If the district takes such action, applicable to all students, the district:
   b. Notifies the parent(s) of the decision to remove the student on the date that decision is made and gives the parents a *Procedural Safeguards Notice*;
   c. Give the parent(s) prior written notice of any proposed change in placement;
   d. Provides services to the student in an interim alternative educational setting that is determined by the IEP team; and
   e. Provides, as appropriate, a functional behavioral assessment, develops appropriate behavioral interventions to address the behavior and implements those interventions.

Protections for Students not yet Eligible for Special Education

1. The district will follow all special education disciplinary procedures for a student who has not yet been identified as a student with a disability if the district had knowledge that the student had a disability and needed special education.

2. The district is presumed to have such knowledge if, before the behavior that precipated the disciplinary action occurred:

    a. The student's parent(s) expressed a concern in writing to supervisory or administrative school personnel, or to a teacher of the student, that the student is in need of special education and related services;
    b. The student's parent(s) requested a special education evaluation of the student; or
    c. The student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the district's special education director or other district supervisory personnel.

3. The district is not presumed to have knowledge of a disability if:

    a. The parent has not allowed an evaluation of the student or has refused the initial provision of special education services to the student; or
    b. The student has been evaluated and found not eligible for special education services.

4. If the district did not have knowledge before taking disciplinary action against the student, the district may take the same disciplinary actions as applied to students without disabilities who engaged in comparable behaviors. However:

    a. If a special education evaluation is requested, or if the district initiates a special education evaluation, the evaluation will be conducted in an expedited manner.
    b. Until the evaluation is completed, the student may remain in the educational placement determined by school personnel, which may include suspension, expulsion or placement in alternative education.
    c. Upon completion of the evaluation, if the student is determined to be a student with a disability, the district will conduct an IEP meeting to develop an IEP and determine placement and will provide special education and related services in accordance with the IEP.
    d. The district will apply the Individuals with Disabilities Education Act (IDEA) discipline protections beginning on the date of the eligibility determination.

Alsea School District 7J

Code: **JGE**
Adopted: 6/08/16
Orig. Code: JGE

Expulsion**

A principal~~superintendent~~, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;

2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or

3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;

2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or

3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent ~~or guardian~~ agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service[1] or by certified mail[2] at least five days prior to the scheduled hearing. Notice shall include:

    a. The specific charge or charges;
    b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;

[1] The person serving the notice shall file a return of service. (OAR 581-021-0070)

[2] When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

c. A recommendation for expulsion;
d. The student's right to a hearing;
e. When and where the hearing will take place; and
f. The right to representation.

2. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;

3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;

4. In case the parent or student hashave difficulty understanding the English language or hashave other serious communication disabilities, the district will provide a translator;

5. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent. The district's attorney may be present;

6. The student shall be afforded the right to present theirhis/her version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;

7. The student shall be permitted to be present and to hear the evidence presented by the district;

8. The hearings officer or the student may record the hearing;

9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;

10. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;

11. IfIF the Board has delegated authority to the superintendent [or designee] to act as the hearings officer, the superintendent may designate themselfhim or herself, or a third party, as the hearings officer. The hearings officer's decision is final. However; however, a decision of the hearings officer may be appealed by the parent or the student, if age 18 or over, to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At its next regular or special

meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;~~.~~

12. A Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing ~~is~~ held by the hearings officer, the following will not be made public:

    a. The name of the minor student;
    b. The issues involved, including a student's confidential records~~medical record and that student's educational program~~;
    c. The discussion;
    d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent ~~or guardian~~ of the student that proposals of alternative education programs have been made.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.061
ORS 336.615 - 336.665
ORS 339.115
ORS 339.240
ORS 339.250
OAR 581-021-0050 - 021-0075

House Bill 2514 (2019)

Alsea School District 7J

Code: **JGEA**
Adopted: 6/08/16
Orig. Code: JGEA

Alternative Education Programs Following Expulsion**

Prior to a student leaving school or a student's expulsion, unless the expulsion is for a weapons policy violation, the district will propose in writing to the student or student's parent or guardian, appropriate, accessible alternative education programs~~educational alternatives~~ as determined by the district. Such alternative education program(s) will consist of instruction or instruction combined with counseling.

The proposal of potential alternative education programs will be hand-delivered or sent by certified mail to assure that the parent or guardian receives it prior to the time of an actual expulsion of the student or the student ~~or~~ leaving school.

Appropriate accessible alternative education programs may be either public or private. ~~(nonsectarian).~~ Programs may be provided by the district as a separate school, evening classes or tutorial instruction. Homebound instruction could be considered an appropriate alternative. The district shall continue to provide a free appropriate public education in an alternative setting to a child with a disability who has been removed for disciplinary reasons.

The district shall pay the actual cost of the district ~~-~~proposed private alternative education program or an amount equal to 80 percent of the district's estimated current year's average per student net operating expenditure, whichever is less. The district shall provide or pay for~~A~~ transportation ~~plan shall be in place ensuring the alternative education program is accessible~~.

The district has no obligation to pay for an alternative education program if an emancipated minor or~~If~~ a parent or guardian receives an exemption on a semiannual basis to withdraw a student age 16 or 17 from compulsory attendance~~, the district has no obligation to pay for an alternative education program~~.

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

END OF POLICY

Legal Reference(s):

ORS 336.615 to -336.665
ORS 339.030
ORS 339.240
ORS 339.250
ORS 339.252
OAR 581-021-0070
OAR 581-021-0071
OAR 581-022-2505
OAR 581-022-2320
OAR 581-023-0006
OAR 581-023-0008

Alsea School District 7J

Code: **JHC**
Adopted: 6/08/16
Orig. Code: JHC

Student Health Services and Requirements

Although the district's primary responsibility is to educate students, the students'~~student's~~ health and general welfare is also an important~~a major~~ Board responsibility~~concern~~. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;

2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and

3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements.

Any nurse(s) providing services on behalf of the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of the patient prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.[1]

The district shall maintain a prevention -oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules~~regulations~~;

2. Health appraisal to include screening for possible vision or hearing problems ~~and also scoliosis~~;

3. Health counseling for students and parents, when appropriate;

4. Health care and first-aid assistance that are~~is~~ appropriately supervised and isolate~~isolates~~ the sick or injured child from the student body;

[1] For additional delegation requirements, see OAR 851-047-0030.

5. Control and prevention of communicable diseases as required by Oregon ~~Department of Human Services,~~ Health Authority, Public Health Division~~Services~~, and the county health department;

6. Assistance for students in taking prescription~~prescribed~~ and/or nonprescription medication according to established district procedures;

7. Services for students who are medically fragile or have special health care needs;

8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of federal law~~the No Child Left Behind Act of 2001~~, the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination[2] or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in ~~scoliosis,~~ vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 336.201
ORS 336.211
OAR 581-022-2050
OAR 581-022-2220
OAR 581-022-2225

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).
Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

[2] The term "invasive physical examination,"as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Alsea School District 7J

Code: **JHCA/JHCB**
Adopted: 12/16/21
Orig. Code: JHCA; JHCB

Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening**

Immunization

Proof of immunization must be presented at the time of initial enrollment[1] in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.[2]

Physical Examination

The Board recommends that all students initially enrolling in school have a physical examination. Parents will be asked to complete a district Health History form when initially enrolling their student in the district and when registering them for grade 7.

All students participating in athletic programs are required to submit to the district a School Sports Pre-participation Examination[3] form prior to their initial participation in a district athletic program. The form is to be completed and signed by a parent or guardian and physician giving permission for the student to participate.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation in extracurricular sports.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter.

Vision Screening or Eye Examination

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

1. A vision screening or eye examination; and

[1]The district shall immediately enroll a homeless student in the school selected even if the student is unable to produce records normally required for enrollment.

[2] Documentation requirements for exemptions are outlined in ORS 433.267.

[3] Form available at http://www.osaa.org/governance/forms

2. Any further examination, treatments or assistance necessary.

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

1. The student submitted a certification to a prior education provider; or

2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.

Dental Screening

The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.

The parent or guardian of a student who is 7 years of age or younger, and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program that the student has received a dental screening within the previous 12 months.

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

1. The student submitted a certification to a prior education provider;

2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or

3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:

    a. The cost of obtaining the dental screening is too high;
    b. The student does not have access to an approved screener;
    c. The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:

1. Student's name;

2. Date of screening; and

3. Name of entity conducting the dental screening.

The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.

If the district is causing the dental screening to be conducted, the district will follow the notice requirements in accordance with law.

END OF POLICY

Legal Reference(s):

ORS 326.580
ORS 336.211
ORS 336.213
ORS 336.214
ORS 336.479
ORS 433.235 - 433.280
OAR 333-019-0010
OAR 333-050-0010 - 050-0120
OAR 581-021-0017
OAR 581-021-0031
OAR 581-021-0041
OAR 581-022-2220

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2020).
OREGON SCHOOL ACTIVITIES ASSOCIATION, *OSAA HANDBOOK*.

Alsea School District 7J

Code: **JHCC**
Adopted: 7/12/16
Orig. Code: JHCC

Communicable Diseases

~~The district will follow both the state and local health authorities' rules and regulations pertaining to communicable diseases.~~

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law. A student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation JHCC-AR - Communicable Diseases - Students. If the disease is a reportable disease, the administrator will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

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

END OF POLICY

Legal Reference(s):

ORS 431.150 - 431.157
ORS 433.001 - 433.526
OAR 333-018
OAR 333-019-0010
OAR 333-019-0014
OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-2220

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Alsea School District 7J

Code: JHCC-AR
Adopted:

Communicable Diseases – Student
(Version 2)

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. "Restrictable diseases" are defined by rule and include but are not limited to COVID-19[1], chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public's health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by the local public health administrator after determining that it poses a danger to the public's health.

2. "Susceptible" for a child means lacking documentation of immunization required under OAR 333-050-0050.

3. "Reportable disease" means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. A student of the district will not attend a district school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19[2], unless authorized to do so under Oregon law. When an administrator has reason to suspect any child has a restrictable disease, the administrator shall send the student home.

2. An administrator shall exclude a susceptible child from school if the administrator has reason to suspect that the student has been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public's health. The administrator may request the local health officer to make a determination as allowed by law. If the disease is reportable, the administrator will report the occurrence to the local health department.

[1] Added per OAR 333-019-1000(2).

[2] "Communicable stage of COVID-19" means having a positive presumptive or confirmed test of COVID-19.

3. An administrator shall exclude a student if the administrator has been notified by a local public health administrator or local public health officer that the student has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.

4. A student will be excluded in such instances until such time as the student or the parent or guardian of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - 677.525, a nurse practitioner licensed under ORS 678.375 - 678.390, local health department nurse or school nurse stating that the student does not have or is not a carrier of any restrictable diseases.

5. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or school nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local public health administrator states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may be removed by a school nurse or health care provider.

6. More stringent exclusion standards for students from school may be adopted by the local health department.

7. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.

2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.

3. An administrator shall determine other persons who may be informed of a student's communicable disease when a legitimate educational interest exists or for health and safety reasons in accordance with law.

Education

1. The administrator or designee shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.

2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.

3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student diagnosed with a restrictable disease.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.

2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.

3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (*See* policy EBBAA).

PROPOSED

Alsea School District 7J

Code: **GBEB/JHCC-AR**
Revised/Reviewed: 7/12/16
Orig. Code(s): GBEB/JHCC-AR

Communicable Diseases

(Version 1)

(see updated version)

In accordance with state law, rule and health authority communicable disease guidelines, procedures, as established below, will be followed:

School Restrictable/School Reportable Diseases

1. Restrictable diseases are communicable diseases which occur in a setting where predictable and/or serious consequences may occur to the public. School restrictable diseases are defined as a disease which can be readily transmitted in a school setting and to which students and/or employees in a school may be particularly susceptible;

2. A district employee who is diagnosed to have a school restrictable disease shall not engage in any occupation which involves contact with students as long as the disease is in a communicable stage;

3. A student who is diagnosed to have a school restrictable disease shall not attend school as long as the disease is in a communicable stage. These restrictions are removed by the written statement of the local health officer or designee or a licensed physician (with the concurrence of the local health officer) that the disease is no longer communicable to others in the school setting. For those diseases indicated by an asterisk (*) the restriction may be removed by a school nurse. For pediculosis, or head lice (indicated by a double asterisk) (**), the restriction may be removed after the parent provides a signed statement that a recognized treatment has been initiated. School restrictable diseases include, but are not limited to:

   a. Chicken pox*;
   b. Cholera;
   c. Diphtheria;
   d. Measles;
   e. Meningococcal disease;
   f. Mumps*;
   g. Pediculosis** (head lice);
   h. Pertussis (whooping cough);
   i. Plague;
   j. Rubella (German measles);
   k. Scabies*;
   l. Staphylococcal skin infections*;
   m. Streptococcal infections*;
   n. Tuberculosis;
   o. Pandemic flu.

   The school administrator may, when he/she has reasonable cause to believe the student has a school restrictable disease, exclude that student from attendance until a physician, public health nurse or school nurse certifies that the student is not infectious to others;

4. The local health officer or designee may allow students and employees with diseases in a communicable stage to continue to attend and to work in a school when measures have been taken to prevent the transmission of the disease;

5. More stringent rules for exclusion from school may be adopted by the local health department or by the district through Board-adopted policy;

6. A disease may not be considered to be a school restrictable disease unless it is listed in section 3. above, in accordance with OAR 333-019-0015 (2), it has been designated to be a school restrictable disease through Board policy or the local health administrator determines that it presents a significant public health risk in the school setting;

7. When a person is diagnosed as having diphtheria, measles, pertussis (whooping cough) or rubella (German measles), the local health officer may exclude from any school in his/her jurisdiction any student or employee who is susceptible to that disease.

8. The district's emergency preparedness plan shall address the districts plan with respect to a declared public health emergency at the local or state level.

Notification

1. Any staff member who has reason to suspect that a student is infected with a reportable, but not school restrictable disease shall so inform the school administrator. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Department of Human Services, Health Services, and county health department.

2. Employees have a responsibility to report to the district when infected with a school restrictable communicable disease unless stated otherwise by law.

3. In the event a school administrator is informed that a staff member or student may have a reportable disease, he/she will seek confirmation and assistance from the local health department to determine the appropriate district response. Reportable diseases include, but are not limited to:

    a. Acquired immunodeficiency syndrome (AIDS);
    b. Amebiasis;
    c. Anthrax;
    d. Botulism;
    e. Brucellosis;
    f. Campylobacteriosis;
    g. Chancroid;
    h. Chlamydia trachomatis infection of the genital tract;
    i. Cholera;
    j. Cryptosporidiosis;
    k. Diphtheria;
    l. Escherichia coli 0157-caused illness;
    m. Food-borne illness;
    n. Giardiasis;
    o. Gonococcal infections;
    p. Haemophilus influenzae-caused invasive disease;
    q. Hemolytic uremic syndrome;
    r. Hepatitis (A; B; non-A, non-B and delta);
    s. HIV infection*;
    t. Leprosy;
    u. Leptospirosis;
    v. Listeriosis;
    w. Lyme disease;
    x. Lymphogranuloma venereum;

y. Malaria;
z. Measles (Rubeola);
aa. Meningococcal disease;
bb. Pelvic inflammatory disease, acute, nongonococcal;
cc. Pertussis;
dd. Plague;
ee. Poliomyelitis;
ff. Psittacosis;
gg. Q fever;
hh. Rabies (human and animal cases);
ii. Rocky Mountain spotted fever;
jj. Rubella (including congenital rubella syndrome);
kk. Salmonellosis (including typhoid fever);
ll. Shigellosis;
mm. Syphilis;
nn. Tetanus;
oo. Trichinosis;
pp. Tuberculosis;
qq. Tularemia;
rr. Yersiniosis.

* Does not apply to anonymous HIV testing.

4. With consultation and direction from the district's school nurse or appropriate health authorities, the school administrator or designee shall determine which other persons may be informed of the infectious nature of the individual student or employee within guidelines provided in statute.

Education

1. The school administrator or designee shall seek information from the district's school nurse or other appropriate health officials regarding the health needs/hazards of all students and the educational needs of the infected student.

2. The school administrator or designee shall, utilizing information obtained in section 1. above, determine an educational program for the infected student and implement same in an appropriate (regular or alternative) setting.

3. The school administrator or designee shall, from time-to-time, review the appropriateness of the educational program and the setting of each individual student.

Equipment and Training

1. The school administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.

2. The school administrator or designee shall consult with the district's school nurse or other appropriate health officials as to whether it is necessary to provide special training in the methods of protection from such communicable disease.

All district personnel will be instructed annually by the school health nurse to use the proper precautions pertaining to blood and body fluid exposure.



Alsea School District 7J

Code: **JHCCA**
Adopted: 7/12/16
Orig. Code: JHCCA

Students - HIV, HBV and AIDS**

The district will adhere strictly in policies and procedures to the Oregon Revised Statutes and the Oregon Administrative Rules as they relate to a student infected with HIV or HBV or diagnosed with AIDS[1].

The district recognizes a parent (student) has no obligation to inform the district of an HIV, HBV or AIDS condition, and that the student has a right to attend school. If the district is informed of such a student, written guidelines shall be requested of the parent (student). These guidelines shall include who may have the information, who will give the information, how the information will be given and where and when the information will be given.

When informed of the infection, and with written permission from the parent (student), the district will develop procedures for formulating an evaluation team. The team shall address the nature, duration and severity of risk as well as any modification of activities. The team shall continue to monitor the student's condition. The district will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.

Notification of alternative education~~educational~~ programs shall be made to the parent or eligible student, if an HIV, HBV or AIDS student withdraws from school.

END OF POLICY

Legal Reference(s):

ORS 326.565
ORS 326.575
ORS 332.061
ORS 336.187
ORS 336.615 to -336.665
ORS 339.030
ORS 339.250
ORS 433.008
ORS 433.045
OAR 333-018-0000
OAR 333-018-0005
OAR 581-022-2060
OAR 581-022-2220

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

[1] HIV - Human Immunodeficiency Virus; HBV - Hepatitis B Virus; AIDS - Acquired Immune Deficiency Syndrome

Alsea School District 7J

Code: ~~EBBAB/GBEBAA/JHCCBA~~EBBAA
Adopted: 7/12/16
Orig. Code: EBBAB/GBEBAA/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[1].

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:

[1] 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

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.

Alsea School District 7J

Code: JHCCF
Adopted: 10/13/22
Orig. Code(s): JHCCF

Pediculosis (Head Lice)

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and provide information on appropriate treatment. The student will be allowed to remain in school.

The suggested school measures for head lice control, as provided in *Head Lice Guidance* published by the Oregon Department of Education and the Oregon Health Authority, Public Health Division,[1] shall be followed.

END OF POLICY

Legal Reference(s):

ORS 332.107

NATIONAL ASSOCIATION OF SCHOOL NURSES, *Pediculosis Management in the School Setting*, (POSITION STATEMENT REVISED 2016).
THE AMERICAN ACADEMY OF PEDIATRICS, *Head Lice*, (MAY, 2015).
CENTERS FOR DISEASE CONTROL AND PREVENTION, *Head Lice Information for Schools* (2015).
OREGON DEPARTMENT OF EDUCATION, *Head Lice Guidance* (2017).

[1] http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx

Alsea School District 7J

Code: JHCCF-AR
Revised/Reviewed: 10/13/22
Orig. Code(s): JHCCF-AR

Pediculosis (Head Lice)

(the policy allows the student to remain in school, I removed the references to "readmittance."
Suggested school measures for head lice control, as provided in *Communicable Disease*[1] issued through the Oregon Department of Education will be followed.

1. Periodic head lice checks of students are not recommended; however, screening recommendations are as follows:

    a. Criteria for screening an individual for lice are:

        (1) Persistent itching or scratching;
        (2) Known exposure to sibling or other close contact with head lice (e.g., seat mate in classroom, locker partners, overnight sleep activities, scouts, etc.); or
        (3) Self (student or parent) referral.

    b. Three nonrelated cases of head lice in a classroom within 10 consecutive school days requires that all students in the classroom be screened by the following school day;
    c. If there is infestation among three percent of the entire student population within 10 consecutive school days, there should be a screening of all students in the school within one week. Multiple cases from a single household count as one case for purposes of calculating the percentage of students infested.

2. Treatment information, district policy requirements and admittance~~readmittance~~ provisions will be provided to a parent. A parent will be advised to:

    a. Use a lice-killing agent that a health care provider, school nurse or local health authority has recommended on all family members who demonstrate symptoms of infestation; and
    b. Follow the personal and household cleaning instructions provided by the district, health care provider or local health authority, as appropriate.

~~3. Following treatment, the student may be readmitted to school. A parent must either accompany thetheir student to school for admittancereadmittance or provide a signed statement that treatment has been initiated.~~

~~4. The student will be subject to screening by designated personnel to determine the treatment's effectiveness. The student will be readmitted to school or denied admittance, as appropriate.~~

~~5. A student who has been readmitted to school will be subject to follow-up screening by designated personnel.~~

[1] http://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf

~~6.~~3. The parent should contact the local health department in the event additional assistance and/or information is needed regarding the treatment of the student, other family members, close contacts and the home environment (e.g., bedding, linens, grooming equipment, etc.).

~~7.~~4. A student with chronic head lice may be referred for follow-up to the school's nurse or local health department, as appropriate.~~A parent who identifies head lice on atheir student(s) at home should complete treatment prior to the readmission of the student, as required above. A parent is also encouraged to notify the school of thetheir student's condition so that appropriate preventative measures may be implemented at sch~~

Alsea School District 7J

Code: **JHCD**
Adopted: 7/12/16
Orig. Code: JHCD

Nonprescription Medication**

(Version 1)

(see updated version)

The district recognizes that administering of nonprescription medication to students and/or self-medication may be necessary when the failure to take such medication during school hours, would prevent the student from attending school. Consequently, students may be permitted to take noninjectable prescription or nonprescription medication at school.

The district reserves the right to reject a request to administer or allow self administration of a nonprescription medication when such medication is not necessary for the student to remain in school.

A request to the district to allow a student to self medicate with a nonprescription medication shall include written permission and instruction from a parent or guardian, and shall include an assurance from the parent or guardian that the student has received appropriate instruction for its use.

A request to the district to administer a nonprescription medication shall include written permission and instruction from a parent or guardian.

The district shall designate school staff authorized to administer medication to students. Training shall be provided as required by law.

Nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable or injectable, or prescription or nonprescription medicines to students, including procedures for the disposal of sharps and glass.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and for the implementation of this policy.

END OF POLICY

Legal Reference(s):

ORS 109.640
ORS 339.866 to -339.871
ORS 433.800 to -433.830

OAR 166-400-0010(17)
OAR 166-400-0060(29)
OAR 581-021-0037

OAR 581-022-0705

Alsea School District 7J

Code: JHCD/JHCDA
Adopted:

Medications**/*
(Version 2)

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to them self, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis[1], or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to them self prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

Current first-aid and CPR cards are strongly encouraged for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication. A request to the

[1] Under proper notice given to the district by a student or student's parent or guardian.

district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber[2].

A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Federal Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law[3], is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

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

[4]Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.

PROPOSED

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[2] A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

[3] Subject to ORS 109.610, 109.640 and 109.675.

[[4] The district is not required to provide or administer this medication. If the district plans on providing and administering this medication this policy language and other associated bracketed policy language is required. If the district does not plan to provide or administer this medication, do not include this language or other associated bracketed language in this policy.]

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug.

The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug.

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

END OF POLICY

Legal Reference(s):

ORS 109.610
ORS 109.640
ORS 109.675
ORS 332.107
ORS 339.866 - 339.871
ORS 433.800 - 433.830
ORS 475.005 - 475.285

OAR 166-400-0010(17)
OAR 166-400-0060(29)
OAR 333-055-0000 -055-0115
OAR 581-021-0037
OAR 581-022-2220
OAR 851-047-0030
OAR 851-047-0040

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

PROPOSED

Alsea School District 7J

Code: JHCD/JHCDA-AR
Revised/Reviewed: 6/13/17
Orig. Code: JHCD/JHCDA-AR

Prescription/Nonprescription Medication**

(Version 1)

(see updated version)

Students may, subject to the provisions of this regulation, have prescription or nonprescription medication administered by designated, trained school staff. Self-medication by students will also be permitted in accordance with this regulation and state law.

1. Definitions

   a. "Prescription medication" means any noninjectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. Prescription medication does not include dietary food supplements. As per Oregon Administrative Rule (OAR) 851-047-0030 through 851-047-0040, a registered nurse may administer a subcutaneous injectable medication.

   b. "Nonprescription medication" means only commercially prepared, non-alcohol based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements.

   c. "Physician[1]" means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, a nurse practitioner with prescriptive authority licensed by the Oregon State Board of Nursing, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon or a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon.

   d. "Student self-medication" means a student must be able to administer medication to himself or herself without requiring a trained staff member to assist in the administration of the medication.

   e. "Age-appropriate guidelines" means the student must be able to demonstrate the ability, developmentally and behaviorally, to self-medicate with permission from parent or guardian, administrator and in the case of prescription medication, a physician.

   f. "Training" means yearly instruction, by a qualified trainer, to be provided to designated staff on the administration of prescription and nonprescription medication, based on requirements

[1] ~~Added to Oregon Revised Statute 678.010 to 678.410:~~ A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days. ~~(House Bill 3149 (2015)). This is to allow time for new students to find an Oregon licensed physician.~~

set out in guidelines approved by the Oregon Department of Education (ODE), including discussion of applicable district policies, procedures and materials.

g. "Qualified trainer" means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a physician, or a pharmacist licensed by the State Board of Pharmacy for the state of Oregon.

h. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen or dust.

i. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.

j. "Designated staff" means the staff person who is designated by the principal to administer prescription or nonprescription medication.

2. Designated Staff Training

a. The principal will designate trained staff authorized to administer prescription or nonprescription medication to students while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to and from school or school-sponsored activities. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules and this regulation.

b. The principal will ensure the training required by law and Oregon Administrative Rules is provided. Training may be conducted by a qualified trainer.

c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life threatening side effects and allergic reactions and student confidentiality. Materials as recommended and/or approved by the Department of Education will be used.

d. Training will be provided yearly to designated staff authorized to administer medication to students.

e. A copy of the district's policy and administrative regulation will be provided to all school staff authorized to administer medication to students and others as appropriate.

f. A statement that the designated school staff member has received the required training, will be signed by the staff member and filed in the district office.

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

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

4. Administering Medications to Students

a. A request for designated staff to administer medication to a student may be approved by the district and subject to the following:

(1) A written request for the district designated staff to administer prescription medication to a student, if because of the prescribed frequency for the medication, the medication must

be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities, must be submitted to the school office and shall include:

(a) The written signed permission of the parent or guardian;
(b) The written instruction from the physician, physician assistant or nursing practitioner for the administration of the prescription medication to the student including:

(i) Name of the student;
(ii) Name of the medication;
(iii) Method of administration;
(iv) Dosage;
(v) Frequency of administration; and
(vi) Other special instruction, if any.

The prescription label will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.

(2) A written request for the district to administer nonprescription medication must be submitted to the school office and shall include:

(a) The written signed permission of the parent or guardian;
(b) The written instruction from the parent or guardian for the administration of the nonprescription medication to the student including:

(i) Name of the student;
(ii) Name of the medication;
(iii) Method of administration;
(iv) Dosage;
(v) Frequency of administration;
(vi) Other special instruction, if any.

b. Medication is to be submitted in its original container;
c. Medication is to be brought to and returned from the school by the parent;
d. It is the parent's responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
e. It is the parent's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
f. In the event a student refuses medication, the parent will be notified immediately. No attempt will be made to administer medication to a student who refuses district administered medication;
g. Any error in administration of medication will be reported to the parent immediately and documentation made on the district's Accident/Incident Report form. Errors include but are not limited to administering medication to the wrong student, administering the wrong medication, dose, frequency of administration, method of administration, etc.;
h. Medication shall not be administered or self-medication allowed until the necessary permission form and written instructions have been submitted as required by the district.

5. Student Self-Medication of a Prescription or Nonprescription Medication

a. Student self-medication of prescription medication by K-12 students, including students with asthma or severe allergies, will be allowed subject to the following:

(1) A parent or guardian signed permission form and other documentation requested by the district must be submitted for self-medication of all prescription medications;
(2) A prescription written by an Oregon licensed health care professional that includes a written treatment plan for managing of the student's asthma, diabetes and/or severe allergy, and for use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities, and acknowledgment the student has been instructed in the correct and responsible use of the medication;
(3) Principal permission for all self-medication of prescription medicine requests is required.

b. Student self-medication of nonprescription medication by K-12 students may be allowed subject to the following:

(1) A parent or guardian permission form and other documentation requested by the district must be submitted for self-medication of all nonprescription medications. The signed form from the parent or guardian will ensure the student has received proper instruction for use;
(2) Principal permission for all self-medication of nonprescription medicine requests is required.

c. Students who are developmentally and/or behaviorally unable to self-medicate will be provided assistance by designated school staff. A permission form and written instructions will be required as provided in Section 4.a. above;
d. All prescription and nonprescription medication must be kept in its appropriately labeled, original container, as follows:

(1) Prescription labels must specify the name of the student, name of the medication, dosage, method of administration and frequency or time of administration and any other special instruction including permission for the student to self-medicate;
(2) Nonprescription medication must have the student's name affixed to the original container.

e. The student may have in his/her possession only the amount of medication needed for that school day, except for manufacture's packaging that contains multiple dosage, the student may carry one package, such as but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
f. Sharing and/or borrowing of any medication with another student is strictly prohibited;
g. Any medication required for use longer than 10 school days will be permitted only upon the written request of the parent;
h. For students who have been prescribed bronchodilators or epinephrine, staff will request from the parent or guardian, that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided by the parent or guardian, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;

i. Upon written parent request and with a physician's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;

j. Permission to self-medicate may be revoked if the student violates the Board policy and/or these regulations. Additionally, students may be subject to discipline, up to and including expulsion, as appropriate.

6. Handling, Storage, Monitoring medication Supplies

a. Medication administered by designated school staff or self administered by the student, must be delivered by the parent to the school, in its original container, accompanied by the permission form and written instructions, as required above.

b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anti-convulsant, narcotic analgesic or psychotropic medication will be counted by designated school staff in the presence of another employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the building principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.

c. Designated staff will follow the written instructions of the physician and parent and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.

d. Medication will be secured as follows:

(1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box;
(2) Medications requiring refrigeration will be stored in a locked box in a refrigerator;
(3) Access to medication storage keys will be limited to the principal and designated school staff.

e. Designated staff will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.

f. In the event medication is running low or inadequate dosage is on hand to administer the medication, the designated school staff will notify the parent immediately.

7. Emergency Response

a. Designated school staff will notify 911 or other appropriate emergency medical response systems and administer first aid as necessary in the event of life threatening side effects that result from district administered medication or from student self-medication or allergic reactions. The parent, school nurse and principal will be notified immediately.

b. Minor adverse reactions that result from district administered medication or from student self-medication will be reported to the parent immediately.

8. Disposal of Medications

a. Medication not picked up by the parent at the end of the school year or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated school staff in a nonrecoverable fashion as follows:

(1) Medication in capsule, tablet or liquid form will be removed from their original container (destroy any personal information). Crush solid medications, mix or dissolve in water (this applies to liquid as well) and mix with an undesirable substance such as coffee grounds, kitty litter, flour etc., and place it in impermeable nondescriptive containers such as empty cans or sealable bags, placing these containers in the trash. Flush prescriptions down the toilet only if the accompanying patient information specifically instructs it is safe to do;

(2) Other medication will be disposed of in accordance with established training procedures including sharps and glass.

b. All medication will be disposed of by designated district staff in the presence of another district employee and documented as described in 9.a., below.

9. Documentation and Recordkeeping

a. A medication log will be maintained for each student administered medication by the district. The medication log will include but not be limited to:

(1) The name, dose and method of medication administered, date, frequency of administration and name of the person administering the medication;
(2) Student refusals of medication;
(3) Errors in administration of medication[2];
(4) Emergency and minor adverse reaction incidents[2];
(5) Discrepancies in medication supply;
(6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.

b. All records relating to administration of medicines, including permission slips and written instructions, will be maintained in a separate, medical file apart from the student's education records file unless otherwise related to the student's educational placement and/or individualized education plan. Records will be retained in accordance with applicable provisions of OAR 166-414-0010 (22), (23) and (24).

c. Student medical files will be kept confidential. Access shall be limited to those designated school staff authorized to administer medication to students, the student and his/her parents. Information may be shared with staff with a legitimate educational interest in the student or others as may be authorized by the parent in writing.

[2] ~~Designated school staff may note incident by symbol in medication log and attach detailed documentation as necessary.~~

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication as per state law.

A school administrator, school nurse, teacher or other district employee designated by the school administrator, are not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, when that person in good faith assisted the student in self-administration of the medication, as per state law.

A school administrator, school nurse, teacher or other district employee are not liable in a criminal action or for civil damages, when in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self administer the medication, as per state law.

A school district and the members of a school district board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when any person in good faith administers autoinjectable epinephrine to a student or individual, as per state law.

DELETE

Alsea School District 7J

Code: JHCD/JHCDA-AR
Adopted:

Medications**/*
(Version 2)

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

1. Definitions

   a. "Medication" means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. [1]Medication also includes naloxone or any similar medication that is in any form available for the safe administration and that is designed to rapidly reverse an overdose of an opioid drug.
   b. "Prescription medication" means any medication that under federal or state law requires a prescription by a prescriber.
   c. "Nonprescription medication" means medication that under federal law does not require a prescription from a prescriber.
   d. "Adrenal crisis" means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
   e. "Adrenal insufficiency" means adrenal insufficiency as defined in ORS 433.800.
   f. "Notice of a diagnosis of adrenal insufficiency" means written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
   g. "Prescriber[2]" means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed, advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.

[1] If the district plans to provide and/or administer naloxone in the district this language and other associated bracketed language is required. If the district does not plan to provide and/or administer naloxone in the district do not include this language or other associated bracketed language.

[2] A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

h. "Qualified trainer" means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.

i. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.

j. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.

k. "Designated personnel" means the school personnel designated to administer medication pursuant to district policy and procedure.

2. Designated Staff/Training

a. The principal will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, as required by Oregon law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.

b. The principal will ensure the training required by Oregon law is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.

c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency and student confidentiality. Materials as recommended and/or approved by the ODE will be used.

d. A copy of the district's policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.

e. A statement that the designated personnel has received the required training will be signed by the staff member and filed in the district office.

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

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

PROPOSED

4. [3]Administering Naloxone or Other Similar Medication to a Student or Other Individual

Naloxone or any other similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an opioid overdose.

5. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or a school-sponsored activity, may be treated by designated personnel and shall be subject to the following:

a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal will designate one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
b. The designated personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health Authority;
c. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
d. The district will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication to a Student

a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:

(1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:

(a) The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
(b) The written instruction from the prescriber for the administration of the medication to the student that includes:

[3 Ibid. p. 1.]

(i) Name of the student;
(ii) Name of the medication;
(iii) Method of administration;
(iv) Dosage;
(v) Frequency of administration;
(vi) Other special instructions from the prescriber, if any; and
(vii) Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.

(2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:

(a) The nonprescription medication is necessary for the student to remain in school;
(b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
(c) The written instruction from the student's parent or guardian for the administration of the nonprescription medication includes:

(i) Name of the student;
(ii) Name of the medication;
(iii) Method of administration;
(iv) Dosage;
(v) Frequency of administration;
(vi) Other special instructions, if any; and
(vii) Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

(d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:

(i) Name of the student;
(ii) Name of the medication;
(iii) Dosage;
(iv) Method of administration;
(v) Frequency of administration;
(vi) A statement that the medication must be administered while the student is in school;
(vii) Other special instructions, if any; and
(viii) Signature of the prescriber.

PROPOSED

b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;

c. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;

d. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;

e. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication;

f. Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documentation will be made on the district's Accident/Incident Report form. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;

g. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.

7. Administration of Medication by a Student to Themself

a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer medication to themself without assistance from designated personnel and is subject to the following:

(1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:

(a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;

(b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;

(c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a school setting.

PROPOSED

(2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:

(a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
(b) The student's name affixed to the manufacturer's original container; and
(c) The permission to self-administer medication from a building administrator.

(3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:

(a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
(b) A written order from the student's prescriber that includes:

(i) Name of the student;
(ii) Name of the medication;
(iii) Dosage;
(iv) Method of administration;
(v) Frequency of administration;
(vi) A statement that the medication must be administered while the student is in school;
(vii) Other special instructions, if any; and
(viii) Signature of the prescriber.

b. The student may have in their possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
c. Sharing and/or borrowing of any medication with another student is strictly prohibited;
d. For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
e. Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;
f. A student shall not administer medication to themself until the necessary permission form and written instructions have been submitted as required by the district;
g. Permission for a student to administer medication to themself may be revoked if the student violates the Board policy and/or this administrative regulation;
h. A student may be subject to discipline, up to and including expulsion, as appropriate;
i. A student permitted to administer medication to themself may be monitored by designated personnel to monitor the student's response to the medication.

8. Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students

   a. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school in its original container, accompanied by the permission form and written instructions, as required above.
   b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another district employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
   c. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
   d. Medication will be secured as follows:

      (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box;
      (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator;
      (3) Access to medication storage keys will be limited to the principal and designated personnel.

   e. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
   f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

9. Emergency Response

   a. Designated personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian, school nurse and principal will be notified immediately.
   b. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
   c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

PROPOSED

10. Disposal of Medications

a. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a nonrecoverable fashion as follows:

(1) Medication will be removed from its original container and personal information will be destroyed;
(2) Solid medications will be crushed, mixed or dissolved in water, liquid medications will be mixed or dissolved in water; and
(3) Mixed with an undesirable substance, e.g., coffee grounds, kitty litter, flour; and
(4) Placed in impermeable non-descriptive containers, e.g., empty cans or sealable bags, and placed in the trash.

Prescriptions will be flushed down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so.

Other medication will be disposed of in accordance with established training procedures including sharps and glass.

b. All medication will be disposed of by designated personnel in the presence of another school employee and documented as described in Section 10, below.

11. Transcribing, Recording and Record Keeping

a. A medication log will be maintained for each student administered medication by the district. The medication log will include, but not be limited to:

(1) The name of the student, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
(2) Student refusals of medication;
(3) Errors in administration of medication;
(4) Incidents of emergency and minor adverse reaction by a student to medication;
(5) Discrepancies in medication supply;
(6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.

b. All records relating to administration of medications, including permissions and written instructions, will be maintained in a separate medical file apart from the student's education record file unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).

c. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

PROPOSED

Alsea School District 7J

Code: JHCDA
Adopted: 6/13/17
Orig. Code(s): JHCDA

Prescription Medication**

The district recognizes that the administration of prescription medication to students and/or student self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of students who require regular doses or injections of medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis[1], or have a need to manage hypoglycemia, asthma or diabetes. When a licensed health care professional is not immediately available, a designated trained staff member may administer to a student, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law.

When prescribed by a physician[2], students in grades K-12 will be allowed to self-administer prescription medication, including medication for asthma or severe allergy as defined by state law, and subject to age-appropriate guidelines. A written treatment plan for a student who self administers medication will be developed and signed by a physician or other Oregon licensed health care professional and kept on file. A written request and permission form signed by a parent or guardian is required and will be kept on file. If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

The superintendent will require that an individualized health care plan is developed for every student with a known life-threatening allergy and for every student for whom the district has been given proper notice of a diagnoses of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities.

A request for the district to administer prescription medication to a student shall include the written permission of the parent or guardian and shall be accompanied by written instruction from a physician, physician assistant or nurse practitioner. A prescription label prepared by a pharmacist will be deemed sufficient to meet the requirements for a physician's order.

The district reserves the right to reject a request to administer or allow self administration of a medication when such medication is not necessary for the student to remain in school.

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

[1] Under proper notice given to the district.

[2] A registered nurse who is employed by a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

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

Training shall be provided to designated staff as required by law in accordance with approved protocols as established by the Oregon Health Authority. Staff designated to receive training shall also receive bloodborne pathogens training. Current first-aid and CPR cards are strongly encouraged for designated staff.

Prescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable or injectable, or prescription or nonprescription medicines to students including procedures for the disposal of sharps and glass.

The superintendent will ensure student health management plans are developed as required by training protocols, maintained on file and pertinent health information is provided to district staff as appropriate. Such plans will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

END OF POLICY

Legal Reference(s):

ORS 109.640
ORS 339.866 to -339.871
ORS 433.800 to -433.830
ORS 475.005 to -475.285
OAR 166-400-0010(17)
OAR 166-400-0060(29)
OAR 333-055-0000 to -0035
OAR 581-021-0037
OAR 581-022-0705
OAR 851-047-0030
OAR 851-047-0040

DELETE

Alsea School District 7J

Code: **JHF**
Adopted: 7/12/10
Orig. Code: JHF

Student Safety

The Board directs the development and approval of a comprehensive safety program~~Health, Safety and Emergency Plan~~. The plan is designed to assure every student a safe, healthy environment in which to learn. The plan will comply with federal, state and local laws and regulations and with Board policy.

The building safety committee will ensure that general safety regulations are reviewed with staff and students, as appropriate, to assure student safety.

Instruction in professional technical courses and other offerings such as ~~technology,~~ science, family and consumer studies~~homemaking~~, art and~~,~~ physical education~~, health and safety~~ will include and emphasize accident prevention.

Safety instruction will assist students to:

1. ~~1.~~ Learn how to work, play and exercise safely, and to prevent accidents;

~~2.~~

~~3.~~2. ~~2.~~ Learn proper procedures to reduce the possibility of accidents;

~~4.~~

~~5.~~3. ~~3.~~ Develop habits of good cleanliness~~housekeeping~~, proper storage and proper handling of materials;

~~6.~~

~~7.~~4. ~~4.~~ Become familiar with personal protective equipment~~devices~~ and the proper clothing to be worn for safety purposes;

~~8.~~

~~9.~~5. ~~5.~~ Develop skills in the safe use of tools and equipment;

~~10.~~

~~11.~~6. ~~6.~~ Learn how to cooperate with others in the promotion and operation of a safety program in the school;

~~12.~~

~~13.~~7. ~~7.~~ Respond to emergency situations in all settings.

Safety instruction will precede the use of materials and equipment by students in applicable units of work in the courses listed above. Instructors will teach and enforce all safety rules set up for these particular courses. Rules will include, but not be limited to, wearing personal protective equipment~~eye devices~~ in appropriate activities.

Students will be asked to sign off upon completion of reading safety policies and materials and upon the completion of safety instruction.

A student will report any accident sustained by him/herself while on district property to a district staff member. ALL accidents will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

END OF POLICY

Legal Reference(s):	
ORS 329.095	OAR 581-022-2225

Alsea School District 7J

Code: **JHFD**
Adopted: 7/12/16
Orig. Code: JHFD

Student Vehicle Use

All students who drive vehicles to school are subject to parking and driving rules developed by the district.

The district shall require all students parking vehicles on district property on a regular basis to show evidence~~: T~~that the:

1. -Student driving the vehicle holds a valid driver's license;

2. Vehicle~~That the vehicle~~ is currently registered;

3. Student~~That the student~~ driving is insured under a motor vehicle liability insurance policy or other satisfactory proof of compliance with the financial responsibility requirements of the state.

Once students are on campus they may not use their cars to leave campus during lunch.

Parking privileges will be subject to the specific requirements of this policy and any other applicable policy and/or rules of the district. Parking privileges, including driving on district property, may be revoked by the principal for violations of Board policies, administrative regulations or school rules.

The district will post appropriate parking signs.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 332.445
ORS 339.270
ORS 806.060 to -806.080
OAR 581-021-0050

Alsea School District 7J

Code: **JHFDA**
Adopted: 7/12/16
Orig. Code: JHFDA

Suspension of Driving Privileges

The superintendent or Board may make a request to the Oregon Department of Transportation (ODOT) for the suspension of a student's driving privilege or the right to apply for driving privileges. If a request is made, the following requirements will be met:

1. The superintendent will meet with parent or guardian before submitting a request to the ODOT;

2. The request to the ODOT will be in writing;

3. The student involved is at least 15 years of age;

4. The student has been expelled for bringing a weapon to school; or

5. The student has been suspended or expelled at least twice for any of the following reasons:

   a. Assaulting or menacing a district employee or another student;
   b. Willful damage or injury to district property;
   c. Use of threats, intimidation, harassment or coercion against a district employee or another student.
   d. Possessing, using or delivering any controlled substance or being under the influence of any controlled substance at a school or on school property or at a school-sponsored activity, function or event.

6. The request to suspend a student's driving privilege or the right to apply for a driving privilege shall not be for more than one year unless the superintendent or Board is filing a second written request. A second request may state suspension of privileges until the student reaches 21 years of age.

7. If driving privileges are suspended the student may apply to the ODOT for a hardship permit.

Withdrawal

The superintendent or Board may, under ORS 339.257, notify ODOT of the withdrawal from school of a student who is at least 15 years of age and under 18 years of age.

Upon receipt of the district's notice that a student has withdrawn from school, ODOT shall notify the student that driving privileges will be suspended on the 30th day following the date of notice unless the student presents documentation that complies with ORS 807.066. For purposes of this policy, a student shall be considered to have withdrawn from school if the student has:

1. More than 10 consecutive school days of unexcused absences; or

2. Fifteen school days total of unexcused absences during a single semester.

Appeals

The student has a right to appeal the superintendent's decision through district suspension/expulsion due process procedures.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.061
ORS 336.615 - 336.665
ORS 339.240
ORS 339.250
ORS 339.254
ORS 339.257
ORS 807.065
ORS 807.066
ORS 807.240
OAR 581-021-0065
OAR 581-021-0070

DELETE

Alsea School District 7J

Code: **JHFDA-AR(1)**
Revised/Reviewed: 7/12/16
Orig. Code: JHFDA-AR(1)

Request for a Suspended Driving Privilege - Conduct

Name of Student _____

Address of Student _____

Date of Birth _ ODL License Number (if applicable) _____

Number of requests for suspension on this student: ☐ one ☐ two or more

Type of privilege requested for suspension:

☐ Driving privilege
☐ Application for driving privilege

Length of suspension requested:

☐ No more than one year
☐ Six months
☐ Six weeks
☐ Other

If two or more requests for suspension have been made on this student:
☐ Two years
☐ Three years
☐ Until student is 21 years of age

Type of infraction:

☐ Expelled for bringing a weapon to school.
☐ Suspended or expelled at least twice for assaulting or menacing a school employee or another student, for willful damage or injury to district property or for use of threats, intimidation, harassment or coercion against a district employee or another student, possessing, using or delivering a controlled substance or being under the influence of a controlled substance at a school or on school property or at a school-sponsored activity, function or event.

This written request is submitted by _____
Name Title

_____ on _____.
District Date

Alsea School District 7J

Code: **JHFDA-AR(2)**
Revised/Reviewed: 7/12/16

Notice of Withdrawal

Student Name (Print Last, First, Middle)			
Student Address	City	Stat.e	Zip Code
Date of Birth (MM/DD/YYYY)	Oregon Driver License/ID Number (If Known)	Last Day of Attendance (MM/DD/YYYY)	

I hereby notify the Department of Transportation to suspend the driving privileges of the above named student because the student is considered to have withdrawn from school per ORS 339.257 (2). The policy adopted under ORS 339.257 meets all requirements of the law including: The number of days of unexcused absence; the age of the student; and, a provision allowing the student to appeal this decision.

Name of District or Private School		Telephone Number ( )	
Address	City	State	Zip Code

Title:

☐ District Superintendent ☐ School Board Member/Superintendent ☐ Authorized Representative of Private School

Name of Authorized Person (Please Print)	
Signature X	Date

735-7186 (-00) White copy to DMV, Yellow copy for your records STK# 300161

Alsea School District 7J

Code: **JHFE**
Adopted: 7/12/16
Orig. Code(s): JHFE

Reporting of Suspected Abuse of a Child

(Version 1)

(see updated version)

Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse or neglect, as defined in state law, by any adult or by a student with whom the employee is in contact has abused a child, will immediately notify the Oregon Department of Human Services or the local law enforcement agency. The district employee shall also immediately inform his/her supervisor, principal or superintendent.

Abuse of a child by district employees or by students will not be tolerated. All district employees are subject to this policy and the accompanying administrative regulation. If a district employee is a suspected abuser, reporting requirements remain the same. The district will designate the superintendent to receive reports of abuse of a child by district employees and specify the procedures to be followed upon receipt of an abuse report. In the event the designated person is the suspected abuser, the [personnel director][Board chair] shall receive the report of abuse. The district will post in each school building the name and contact information of the person designated to receive child abuse reports, as well as the procedures the superintendent will follow upon receipt of a report. When the superintendent takes action on the report, the person who initiated the report must be notified.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

Upon request, the district shall provide records of investigations of suspected abuse of a child by a district employee or former district employee to law enforcement, Oregon Department of Human Services or Teachers Standards and Practices Commission.

Any district employee participating in good faith in the making of a report, pursuant to this policy and Oregon law and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about suspected abuse of a child may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected abuse of a child by a district employee or a student, in good faith, the student will not be disciplined by the Board or any district employee. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall establish written procedures to provide annual training: 1) for district staff in the prevention and identification of abuse of a child and on the obligations of district employees under ORS 419B.005 as directed by Board policy to report suspected abuse of a child; 2) for parents and legal guardians of students attending district schools on the prevention, identification of abuse of a child and the obligation of district employees to report suspected abuse of a child, separate from district staff training; and 3) designed to prevent abuse of a child available to students attending district-operated schools.

The superintendent shall implement such regulations as are necessary to accomplish the intent of this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 339.370 to-339.400
ORS 418.746 to-418.751
ORS 419B.005 to-419B.050
OAR 581-022-0711

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

DELETE

Alsea School District 7J

Code: JHFE-AR(1)
Revised/Reviewed: 7/12/10; 7/12/16
Orig. Code(s): JHFE-AR(1)

Reporting of Suspected Abuse of a Child

(Version 1)

(see updated version)

Reporting

Any district employees having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child, shall orally report or cause an oral report to be immediately made by telephone or otherwise to the local office of the Oregon Department of Human Services or to a law enforcement agency within the county where the person making the report is at the time of his/her contact. The district employee should also immediately inform his/her supervisor, principal or superintendent.

If known, such report shall contain the names and addresses of the child, the child's parents or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, the explanation given for the suspected abuse, any other information which the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

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

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

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

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

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

Definitions

1. Oregon law recognizes these types of abuse:

    a. Physical;
    b. Neglect;
    c. Mental injury;
    d. Threat of harm;
    e. Sexual abuse and sexual exploitation.

2. Child means an unmarried person who is under 18 years of age.

Confidentiality of Records

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

The disciplinary records of a district employee or former district employee convicted of a crime listed in ORS 342.143 are not exempt from disclosure under ORS 192.501 or 192.502. Therefore, if a district employee or former employee is convicted of a crime listed in ORS 342.143, the district that is or was the employer of that employee when the crime was committed shall disclose the disciplinary records of the employee to any person upon request. However, prior to the disclosure of a disciplinary record the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record.

Failure to Comply

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

Cooperation with Investigator

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

1. Any investigation of abuse of a child will be directed by the Oregon Department of Human Services or law enforcement officials as required by law. When an administrator is notified that the Department of Human Services or law enforcement would like to interview a student at school, the administrator must request that the investigating official demonstrate that he/she has a warrant, court order, exigent circumstances or parental consent to interview the student. Failure to meet one of these criteria may result in the administrator's refusal to allow the student interview on school property. If the student is to be interviewed at the school, the principal or representative shall make a conference space available. The principal or representative of the school may at the discretion of the investigator, be present to facilitate the interview. Law enforcement officers wishing to interview or remove a student from the premises shall present themselves at the office and contact the principal or representative. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected child abuse of a child, district employees shall not notify parents;

3. The principal or representative shall advise the investigator of any conditions of disability prior to any interview with the affected child;

4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

DELETE

Alsea School District 7J

Code: JHFE-AR(2)
Revised/Reviewed: 7/12/16
Orig. Code(s): JHFE-AR(2)

Abuse of a Child Investigations Conducted on School Premises

(Version 1)

(see updated version)

Any investigation of abuse of a child will be directed by the Oregon Department of Human Services or law enforcement officials as required by law. When an administrator is notified that the Department of Human Services or law enforcement would like to interview a student at school, the administrator must request that the investigating official provide the information below. Failure to meet one of the five criteria may result in the administrator's refusal to allow the student interview on district property.

I, _____ (Name) of _____ (Agency) declare that I have the authority to conduct this student interview based on the following:

1. ☐ Warrant (attach copy)
2. ☐ Court order (attach copy)
3. ☐ Exigent circumstances (briefly describe): _____
   _____
   _____
4. ☐ Parental consent

   Parent or guardian's name: _____

   Date consent granted: _____
5. ☐ This interview is not considered a "seizure" pursuant to state and federal law.

_____ _____
Signature of interviewer Date

_____ _____
Name of student to be interviewed Date of interview

☐ Student not available for interview

☐ Student refused to be interviewed

_____
Name of school official (administrator/ designee) receiving this form

This form should be placed in a separate file and not in student's educational record file.

Alsea School District 7J

Code: JHFE/GBNAB
Adopted:

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse[1] shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any person**[2] with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors[3], agents[4], volunteers[5], or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the building principal who shall also report to the Board chair.

PROPOSED

[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] "Person" could include adult, student or other child.

[3] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[4] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[5] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;

2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 339.370 - 339.400
ORS 418.257 - 418.259
ORS 419B.005 - 419B.050
OAR 581-022-2205

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).
Senate Bill 51 (2021).

PROPOSED

Alsea School District 7J

Code: JHFE/GBNAB-AR(1)
Adopted:

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse[1] shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**[2] with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator or alternate licensed administrator for their school building.

If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the building principal who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of district administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] "Person" could include adult, student or other child.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave[3] and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not be violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor~~{[4]}~~, agent or volunteer, the district ~~[~~may~~]~~ ~~[shall]~~ prohibit the contractor, agent or volunteer from providing services to the district. ~~[~~If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services.~~]~~ ~~[~~The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated[5] and a determination has been made by law enforcement or DHS that the report is unsubstantiated.~~]~~

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

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. ~~[~~The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.~~]~~ ~~[~~The employee not covered by a collective bargaining agreement may appeal the employment action taken through an appeal process administered by a neutral third party.~~]~~

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

PROPOSED

[3] The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

[4] ~~{The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.}~~

[5] The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.

Definitions

1. Oregon law recognizes these and other types of abuse:
   a. Physical;
   b. Neglect;
   c. Mental injury;
   d. Threat of harm;
   e. Sexual abuse and sexual exploitation.

2. "Child" means an unmarried person who is under 18 years of age or is under 21 years of age and residing in or receiving care or services at a child-caring agency.

3. ~~[~~A "substantiated report" means a report of abuse that a law enforcement agency or DHS determines is founded.~~]~~

Confidentiality of Records

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

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

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

Cooperation with Investigator

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

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with district procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;

3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;

4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

PROPOSED

Alsea School District 7J

Code: JHFE/GBNAB-AR(2)
Revised/Reviewed:

Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

Investigator Name (Printed) _____ Name of Agency _____

Name of Worker's/Investigator's Supervisor _____ Supervisor Contact Information _____

Investigator Position and Badge or ID Number _____ Student Name _____

School _____

Investigator Signature _____ Date _____

☐ Investigator refused to sign. District staff should not deny entry based on refusal to sign.

FOR COMPLETION BY DISTRICT STAFF

□ Student not available for interview
□ Student refused to be interviewed
□ Administrator participated in interview

Name of Administrator Notified _____

Name of Office Staff Involved _____

Name of Participating Administrator _____

This form should be placed in a separate secure file and not in the student's file.

Alsea School District 7J

Code: JHFF/GBNAA
Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors[1], agents[2], and volunteers[3] is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

[4]"Sexual conduct," means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student's educational performance, or of creating an intimidating or hostile educational environment. "Sexual conduct" does not include touching or other physical contact that is necessitated by the nature of the school employee's job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

"Student" means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee[, contractor, agent or volunteer] who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student

[1] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[2] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[3] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

[4] This definition of "sexual conduct" affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the building principal who shall report the suspected sexual conduct to the Board chair.

~~[~~If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.~~]~~

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;

PROPOSED

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is ~~[[~~strongly~~]~~ ~~[~~discouraged~~]~~ ~~[[~~prohibited~~]]~~.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.370 - 339.400 ORS 419B.005 - 419B.045

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
House Bill 2136 (2021).
Senate Bill 51 (2021).

PROPOSED

Alsea School District 7J

Code: JHFF/GBNAA-AR
Revised/Reviewed:

Suspected Sexual Conduct Report Procedures and Forms *

The district posts in each school building the names and contact information of the district employees designated for the respective school building to receive reports of suspected sexual conduct and the procedures the designee(s) will follow upon receipt of the report.

When a designated licensed administrator[1] receives a report of suspected sexual conduct that may have been committed by a commission licensee[2], the designee shall notify Teacher Standards and Practices Commission (TSPC). The designee shall notify the Oregon Department of Education (ODE) if the administrator receives a report of suspected sexual conduct that may have been committed by a school employee, contractor, agent or volunteer that is not a commission licensee.

If the superintendent is the alleged perpetrator the report shall be submitted to the building principal who shall refer the report to the Board chair.

The district will investigate all reports of suspected sexual conduct, unless otherwise requested by TSPC or ODE as appropriate.

When the designee receives a report of suspected sexual conduct by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave[3] and take necessary actions to ensure the student's safety. The employee shall remain on leave until TSPC[4] or ODE[5] determines that the report is substantiated and the district takes appropriate employment action against the employee, or cannot be substantiated or is not a report of sexual conduct and the district determines either: 1) an employment policy was violated and the district will take appropriate employment action against the employee; or 2) an employment policy has not been violated and an employment action against the employee is not required.

When the designee receives a report of suspected sexual conduct by a contractor, an agent or a volunteer, the district ~~[~~may~~]~~ ~~[shall]~~ prohibit the contractor, agent or volunteer from providing services to the district. ~~[~~If the district determines there is reasonable cause to support a report of suspected sexual conduct, the district shall prohibit the contractor, agent or volunteer from providing services.~~]~~ ~~[~~The district may

[1] A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

[2] "Commission licensee," as is defined in ORS 342.120 (as amended by HB 2136 (2021)), means a person whom the TSPC has authority to investigate or discipline because the person is enrolled in an approved educator preparation program, is an applicant for a TSPC license or registration, holds a license or registration issued by TSPC, or has held a license or registration issued by the TSPC at any time during the previous five years.

[3] The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

[4] TSPC investigates reports on commission licensees.

[5] ODE investigates reports on persons who are not commission licensees.

reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected sexual conduct has been investigated and a determination has been made by TSPC or ODE, as appropriate, that the report is unsubstantiated.]

Upon request from ODE or TSPC the district will provide requested documents or materials to the extent allowed by state and federal law.

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

[An "investigation" means a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the person who initiated the report, the person who may have been subjected to sexual conduct, witnesses and the person who is the subject of the report, and results in a finding that the report is a substantiated report, cannot be substantiated, or is not a report of sexual conduct. If the subject of the report is a district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of such employment contract or agreement.]

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend their investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

[A "substantiated report" means a report of sexual conduct that TSPC or ODE determines is founded.]

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. [The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.] [The employee not covered by a collective bargaining agreement may appeal the employment action taken through an appeal process administered by a neutral third party.]

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, the district shall create a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Training

The district shall provide information and training each school year to district employees on the following:

1. Prevention and identification of sexual conduct;

2. Obligations of district employees under ORS 339.388 and 419B.005 - 419B.050 and under adopted board policies to report suspected sexual conduct; and

3. Appropriate electronic communications with students.

The district shall make available each school year the training described above to contractors, agents, volunteers and to parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees.

The district shall provide to contractors, agents and volunteers each school year information on the following:

1. Prevention and identification of sexual conduct;

2. Obligations of district employees under adopted board policies to report suspected sexual conduct; and

3. Appropriate electronic communications with students.

The district shall make available each school year training that is designed to prevent sexual conduct to students attending district-operated schools.

PROPOSED

~~[Name of~~ Alsea School District~~]~~

SUSPECTED SEXUAL CONDUCT REPORT FORM

Name of person making report: _____

Position of person making report: _____

Name of person suspected of sexual conduct: _____

Date and place of incident or incidents: _____

_____

Description of suspected sexual conduct: _____

_____

_____

Name of witnesses (if any): _____

_____

_____

Evidence of suspected sexual conduct, e.g., letters, photos, etc. (attach evidence if possible): _____

_____

Any other information: _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

~~[Name of~~Alsea School District~~]~~

WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony/interview: _____

Description of instance witnessed: _____

_____

_____

_____

_____

Any other information: _____

_____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

E

D

Alsea School District 7J

Code: JHH
Adopted:

Student Suicide Prevention**

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;

2. Identification of the school officials responsible for responding to reports of suicidal risk;

3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;

4. Methods to address the needs of high-risk groups, including:

   a. Youth bereaved by suicide;
   b. Youth with disabilities, mental illness or substance abuse disorders;
   c. Youth experiencing homelessness or out of home settings, such as foster care; and
   d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.

5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:

   a. When and how to refer youth and their families to appropriate mental health services; and
   b. Programs that can be completed through self-review of suitable suicide prevention materials.

6. Supports that are culturally and linguistically responsive;

7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis[1]; and

[1] "Behavioral health crisis" as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual's mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual's mental or physical health.

8. A process for designating staff to be trained in an evidence-based suicide prevention program.[2]

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.343 OAR 581-022-2510

PROPOSED

[2] ODE will provide a list of available programs.

Alsea School District 7J

Code: **JHHA**
Adopted: 7/12/16
Orig. Code(s): JHHA

Crisis Prevention and Response

(OSBA has removed this policy from its samples)
The Board recognizes that schools are subject to a number of potentially violent events. No school is immune from these events no matter the size or location.

The Board is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff or others. While committed to each person's constitutional rights, including due process rights, the Board does not condone lawlessness. The Board knows that schools cannot be sanctuaries but protecting students in an increasingly violent world is a challenge that must be accepted.

The superintendent shall establish an advisory committee to develop a Crisis Prevention and Response Plan. The committee will review district anti-violence related programs and activities, assess the district's security and safety needs, review Board policies, administrative regulations, response plans and procedures.

The superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

END OF POLICY

Legal Reference(s):

ORS 332.107

OAR 581-022-1420

DELETE

Alsea School District 7J

Code: **JHHA-AR**
Revised/Reviewed: 7/12/16
Orig. Code(s): JHHA-AR

Crisis Prevention and Response

Purpose

The Board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities, and on district grounds, buses or field trips while under school supervision.

1. General Anti-Violence Strategies

   a. The district shall strictly enforce its weapons policy.
   b. The district shall act promptly in investigating all acts of both a formal and informal nature in the area of complaints related to violence, hazing, harassment, intimidation, bullying, or other menacing acts, and take appropriate disciplinary action against any student, staff member or individual who is found to have violated Board policy, administrative regulation or school rule.
   c. The superintendent will annually review violence-related policies and submit revisions as necessary to the Board for review and adoption.
   d. The administration will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in its schools and to aid in the protection of students and staff whose health or welfare may be jeopardized through acts of violence.

2. Specific Anti-Violence Measures

   a. The superintendent shall establish an advisory committee whose function shall be the annual review of district safety and security procedures and the recommendation of a comprehensive district Crisis Prevention and Response Plan.

      (1) The advisory committee shall be composed of, but not limited to, the following representatives:

         (a) Board member(s);
         (b) School administrators;
         (c) Law enforcement agency;
         (d) Youth service agency;
         (e) Students;
         (f) Parents;
         (g) School staff.

(2) To effectively review, analyze and make recommendations to the administration about safety, security and crisis prevention and response, the advisory committee shall:

(a) Review the district's emergency communication network and periodic system testing schedule;
(b) Identify staff development and training in emergency procedures, crisis intervention and violence response;
(c) Identify parent and community volunteer training program strategies targeted at violence prevention;
(d) Review and analyze the annual building safety and security assessments conducted by the administration;
(e) Identify available antiviolence curriculum such as prosocial skills, conflict resolution, law-related education and good decision making;
(f) Review related policies and administrative regulations including, but not limited to:

(i) Staff-student relations;
(ii) Community relations;
(iii) News media relations;
(iv) Public conduct on district property;
(v) Security;
(vi) Relations with government agencies;
(vii) Classroom interruptions;
(viii) Weapons;
(ix) Threats of violence;
(x) Sexual harassment;
(xi) Parent relations;
(xii) Student dress and grooming;
(xiii) Secret societies/gangs;
(xiv) Hazing, harassment, intimidation, bullying and menacing;
(xv) Substance abuse;
(xvi) Student searches;
(xvii) Student demonstrations;
(xviii) Emergency closures and drills;
(xix) Building inspections;
(xx) Vandalism/Malicious Mischief/Theft;
(xxi) The use of video cameras on campus/transportation.

b. Building administrators will conduct a site specific annual assessment of safety and security and will submit a report to the advisory committee complete with findings and recommendations on anti-violence measures including an analysis of, but not limited to, the following:

(1) Student conduct and discipline;
(2) The maintenance of public order on district property;
(3) The banning of weapons on district property and within school zones;
(4) Search and seizure;

(5) Building security and accessibility;
(6) Coordination with law enforcement agencies and media;
(7) The implementation of a crisis management team;
(8) Staff and student training.

c. Students will be trained through approved curriculum to take responsibility for reporting suspicious individual or unusual activities on school grounds, and to practice personal conflict resolution techniques.

d. The district shall establish a crisis management team for responding to unforeseen incidents such as bomb threats, shootings or natural disasters.

DELETE

Alsea School District 7J

Code: **JN**
Adopted: 7/12/16
Orig. Code: JN

Student Fees, Fines and Charges**

The Board recognizes the need for student fees to fund certain school activities which are not sufficiently funded by the district.

No student will be denied an education because of an~~his/her~~ inability to pay supplementary fees.

No student, however, is exempt from charges for lost or damaged books, locks, materials, supplies and equipment.

All student fees and charges, both optional and required, will be listed and described annually in the ~~parent/~~student/parent handbook, or in some other written form, and distributed to each student. Students will be advised of the due dates for such fees and charges as well as of possible penalties for failure to pay them.

In accordance with the law and ~~with~~ Board policy, restrictions and/or penalties may be imposed until such fees, fines or charges are paid. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines or damages through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.

The district may waive all or a portion of the debt if one of the following conditions are met:

1. The district determines that the student or the parent or guardian of the student is unable to pay the debt;

2. The payment of the debt could impact the health or safety of the student;

3. The cost to notify the student and parents would cost more than the potential total debt collected relating to the notice; or

4. There are mitigating circumstances as determined by the superintendent of the district that preclude the collection of the debt.

Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in Oregon Revised Statute (ORS)~~ORS~~ 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Prior to collection of debts, the superintendent will ensure that notice has been provided as required by ORS 339.270.
END OF POLICY

Legal Reference(s):

ORS 326.565
ORS 326.575
ORS 339.115
ORS 339.155
ORS 339.270

Alsea School District 7J

Code: **JO/IGBAB**
Adopted: 7/12/16
Orig. Code: IGBA-AR

Education Records/Records of Students with Disabilities**

"Education records" are those records maintained by the district that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in their~~his/her~~ educational development by providing pertinent information for the student, their~~his/her~~ teachers and their~~his/her~~ parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

The district shall maintain confidential education records of students in a manner that conforms with state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, verifiable and should have a direct and significant bearing upon the student's educational development.

The district annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.

~~The district may impose certain restrictions and/or penalties until those fees, fines or damages are paid. Records requested by another district to determine a student's appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines or damages through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.~~

The district shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The district provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the district pertaining to the student's identification, evaluation, educational placement and free appropriate public education. The district provides parents or an adult student, on request, a list of the types and locations of education records collected, maintained and used by the district.

The district annually notifies parents of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;

2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;

3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB – Personally Identifiable Information);~~.);~~

4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and

5. Obtain a copy of the district's education records policy.

The~~Regarding records to be released to district officials within the agency, the~~ district's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials within the agency have legitimate educational interests. School officials~~Officials~~ may also include a volunteer or contractor who performs an institutional service on behalf of the school.

The district annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA – Directory Information~~.~~).

The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18 those rights transfer to the student.

A copy of this policy and administrative regulation shall be made available upon request to parents and students 18 years of age or older or an emancipated student and the general public.

Records requested by another district to determine a student's appropriate placement may not be withheld.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 326.580
ORS 339.270
ORS 343.177(3)
OAR 166-400-0010 to -166-400-0065
OAR 581-021-0220 to -0430
OAR 581-022-2260
OAR 581-022-2270

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2017).

Alsea School District 7J

Code: **JO/IGBAB-AR**
Adopted: 7/12/16
Orig. Code(s): JO/IGBAB-AR

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which~~that~~ relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of their~~his/her~~ status as a student, are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of post-secondary~~postsecondary~~ education, that are:

(1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in their~~his/her~~ professional capacity or assisting in a paraprofessional capacity;
(2) Made, maintained or used only in connection with treatment of the student; and
(3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after they are~~he/she is~~ no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of ~~the~~ educational agency or institution;
b. Full legal name of the student;
c. Student birth date and place of birth;
d. Names of parents;

e. Date of entry in school;
f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance;
k. Date of withdrawal from school; and
l. Such additional information as the district may prescribe.

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

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.
If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence ~~that~~ there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of post-secondary~~postsecondary~~ education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing;
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible

student or student's parent(s) may, at theirhis/her expense, have those records reviewed by a physician or other appropriate professional of theirhis/her choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345501(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student's education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The superintendent or his/her designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;
c. The disclosure is to authorized representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;

(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

g. The disclosure is to accrediting organizations to carry out their accrediting functions;
h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health-care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;~~.~~
l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
n. The disclosure is to officials of another school, school system, institution of post-secondary~~postsecondary~~ education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term

"receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;

o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;.

p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

6. Record-Keeping Requirements

a. The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or ~~his/her~~ assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

b. The party or parties who have requested or received personally identifiable information from the education records; and

c. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

d. The parent(s) or an eligible student;

e. The school official or ~~his/her~~ assistants who are responsible for the custody of the records;

f. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, they~~he/she~~ may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of their~~his/her~~ right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or ~~his/her~~ designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at their~~his/her~~ own expense, be assisted or represented by one or more individuals of their~~his/her~~ own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree~~he/she disagrees~~ with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

c. Amend the record accordingly; and
d. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

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

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

Alsea School District 7J

Code: **JOA**
Adopted: 7/12/16
Orig. Code: JOA

Directory Information**

"Directory information" means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information[1] may be released to the public through appropriate procedures:

1. Student's name;

~~2. Student's address;~~

~~3. Student's telephone listing;~~

~~4. Student's electronic address;~~

5. Student's photograph;

~~6. Date and place of birth;~~

~~7. Major field of study;~~

8. Participation in officially recognized sports and activities;

9. Weight and height of athletic team members;

10. Dates of attendance;

11. Grade level;

12. Diploma, honors~~Degrees~~ or awards received;

13. Most recent previous school or program attended.

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, ~~and~~ the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

[1] [For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word 'diploma' in #12 if kept.]

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student~~,~~ may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names , identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 180.805
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-021-0220 - 021-0430
OAR 581-022-2060

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Every Student Succeeds Act, 20 U.S.C. § 7908 (2012).

Alsea School District 7J

Code: **JOB**
Adopted: 7/12/16
Orig. Code: JOB

Personally Identifiable Information**

Personally identifiable information includes, but is not limited to:

1. Student's name, if excluded from directory information, as requested by the student/parent in writing;

2. Name of the student's parent(s)~~parents~~ or other family member;

3. Address of the student or student's family, if excluded from directory information, as requested by the student/parent in writing;

4. Personal identifier such as the student's social security number or student ID number or biometric record;

5. A list of personal characteristics that would make the student's identity easily traceable such as student's date of birth, place of birth and mother's maiden name;

6. Other information alone or in combination that would make the student's identity easily traceable;

7. Other information requested by a person who the district reasonably~~reasonable~~ believes knows the identity of the student to whom the educational record relates.

Prior Consent to Release

Personally identifiable information will not be released without prior signed~~written~~ and dated consent of the parent or the~~,~~ student 18 years of age or older or an emancipated student.

Notice of and/or request for release of personally identifiable information shall specify the records to be disclosed, the purpose of disclosure and the identification of person(s) to whom the disclosure is to be made. Upon request of the parent or eligible student, the district will provide a copy of the disclosed record.

Exceptions to Prior Consent

The district may disclose personally identifiable information without prior consent under the following conditions:

1. To personnel within the district who have legitimate educational interests;

2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;

3. To personnel of another school, another district, state regional program or institution of postsecondary education where the student seeks or intends to enroll;

4. To authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs or the enforcement of, or compliance with federal or state -supported education programs or the enforcement of or compliance with federal or state regulations;

5. To personnel determining a financial aid request for the student;

6. To personnel conducting studies for or on behalf of the district;

7. To personnel in accrediting organizations fulfilling accrediting functions;

8. To comply with a judicial order or lawfully issued subpoena;

9. For health or safety emergency;

10. By request of a parent of a student who is not 18 years of age;

11. By request of a student who is 18 years of age or older or emancipated;

12. Because information has been identified as "directory information";~~;"~~

13. To the courts when legal action is initiated;

14. To a court and state and local juvenile justice agencies;

15. A judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependent~~dependency~~ matters;

16. To a caseworker or other representative of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student including educational stability of children in foster care.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-015-2000
OAR 581-021-0220 to -0430
OAR 581-022-2260

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012).
Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Uninterrupted Scholars Act (USA), 2013 (P.L. 112-278, Jan. 14, 2013), 20 U.S.C. § 1221 (2012).

Alsea School District 7J

Code: **JOC**
Adopted: 6/13/17
Orig. Code(s): **JOC**

Legal Names of Students

The district will consider requests to use names other than the student's legal name. Such requests, if honored, may be entered into the computer system so long as a cross-referencing system is established to locate the student's records with the student's legal name.

Legal last names will be changed by the district only upon receipt of a copy of a court order.

END OF POLICY

Legal Reference(s):

OAR 581-022-2270

Alsea School District 7J

Code: **JOD**
Adopted: 7/12/16
Orig. Code: JOD

Media Access to Students

The Board recognizes the important role the media serves in reporting information about the district's programs, services and activities. Therefore, the district will make every reasonable effort to provide media access to students.

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. The media may interview and photograph students involved in instructional programs and school activities including athletic events. Such media access shall not be unduly disruptive and shall comply with Board policies and district goals.

Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public.

Information obtained by media representatives directly from students does not require parental approval prior to publication by the media. Parents who do not want their student interviewed or photographed by the media may direct their student accordingly.

District employees may release student information to the media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

Parents will be advised of this~~the district's media access to students~~ policy at the time of the student's registration and each fall in the parent/student handbook.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
OAR 581-021-0220 to -0440
OAR 581-022-2060

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Alsea School District
2023-24 School Calendar

July

							Days
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

August

		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	0
27	28	29	30	31			4

September

					1	2	
3	4	5	6	7	8	9	4
10	11	12	13	14	15	16	4
17	18	19	20	21	22	23	4
24	25	26	27	28	29	30	4

October

1	2	3	4	5	6	7	4
8	9	10	11	12	13	14	4
15	16	17	18	19	20	21	4
22	23	24	25	26	27	28	4
29	30	31					2

November

			1	2	3	4	2
5	6	7	8	9	10	11	4
12	13	14	15	16	17	18	4
19	20	21	22	23	24	25	2
26	27	28	29	30			4

December

					1	2	
3	4	5	6	7	8	9	4
10	11	12	13	14	15	16	4
17	18	19	20	21	22	23	4
24	25	26	27	28	29	30	
31							

January

							Days
	1	2	3	4	5	6	
7	8	9	10	11	12	13	4
14	15	16	17	18	19	20	4
21	22	23	24	25	26	27	4
28	29	30	31				3

February

				1	2	3	1
4	5	6	7	8	9	10	4
11	12	13	14	15	16	17	4
18	19	20	21	22	23	24	4
25	26	27	28	29			4

March

					1	2	
3	4	5	6	7	8	9	4
10	11	12	13	14	15	16	4
17	18	19	20	21	22	23	4
24	25	26	27	28	29	30	
31							

April

	1	2	3	4	5	6	4
7	8	9	10	11	12	13	3
14	15	16	17	18	19	20	4
21	22	23	24	25	26	27	4
28	29	30					2

May

			1	2	3	4	2
5	6	7	8	9	10	11	4
12	13	14	15	16	17	18	4
19	20	21	22	23	24	25	4
26	27	28	29	30	31		4

June

						1	
2	3	4	5	6	7	8	4
9	10	11	12	13	14	15	3
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

Special dates:	
July 23-29	OSAA Moratorium Week
Aug 14	OSAA First Practice
Aug 21-23	Inservice Week
Aug 24	Teacher Work Day
Aug 28	First Day of School
Sept 4	Labor Day
Sept 15	Teacher Work Day
Oct 13	Teacher Work Day
Oct 27	Grading 1st QRT
Nov 10	Veterans Day
Nov 21 &22	Student Conference
Nov 23	Thanksgiving
Jan 15	MLK Day
Jan 26	Semester Grading
Jan 29	2nd Sem Start
Feb 9	Teacher Work Day
Feb 19	Presidents Day
April 5	Grading 3rd QRT
April 11	Early Release
April 12	Student Conference
May 3	Teacher Work Day
May 27	Memorial Day
June 7	Graduation
June 13	Early Release/Last Day
June 14	Grading/Inservice

Possible Make up days
Oct 20
Dec 1, 8, 15
Feb 2
March 1, 8, 15
April 19, 26
May 10, 17, 24

Contract Days	174		174	
School Days	152		152	378
EARLY Release	3		2	252
Student Conference	2		3	
Inservice/Grading	7		7	
Teacher work day	5		5	
Holiday	5		5	

	Days
1st Sem	78
2nd Sem	76

57456	
504	
1800	
1800	

Total Instruction Minutes

Total Instruction Hours

Your Name and Position
301 S 3rd St
PO BOX B
Alsea, OR 97324
Office: 541 487-5643
Fax: 541 487-4089
Cell: 541 760-7968
Email: Shirley.koetz@alsea.k12.or.us
www.alsea.k12.or.us

MEMO

Date: 3/1/23

To: Sean Gallagher

From: Bart Rothenberger

Re: Alsea Football (6 or 8 man)

Ok for Board consideration
3/1/23

The OSAA and football ADHOC has designated Alsea to play 8 man football due to our ADM of 79. However our true ADM is 47 but unfortunately they do an average of the last three years of ADM grades 9-11. We are writing a letter of appeal to the OSAA Executive Board to allow us to have an ADM of 47 and play 6 man football. They will vote on this matter on April 3, 2023.

In the meantime, I feel we need to make a decision so the 6 man league and the 8 man league can make their league schedules. We are the one school holding them up to move forward. Do understand we have the right to play 6 man but it would be independent (Can't qualify for state tournament). With our enrollment dropping and with the youth within our program I personally feel we need to play 6 man no matter what. However, I don't feel I should be the only one making that decision. Two years ago we played 6 man and had a little success and built some culture. This past year we played 8 man and we struggled, and our culture struggled. I would also like to mention that we had two legend coaches that worked hard to instill toughness to play 8 man football but our athletes were not ready for the jump. We would have enough numbers to play 8 man but our experience is not ready to play 8 man.

I am asking the board to decide on one of the three options:

Option #1: Play 8 man football and be allowed to play in the playoffs if we qualify. Also understand the league we would be placed in is basically in Klamath Falls.

Option #2: Play 6 man independent and realize that we will not be allowed to make the playoffs.

Option #3: Play 6 man and hope that on April 3rd the OSAA Executive Board votes in favor of Alsea playing 6 man football due to our actual enrollment of 47.

Thank you,

Bart

District Administration Office
Mr. Sean Gallagher – Acting Superintendent
301 S 3rd St
Alsea, OR 97324
Office: 541 487-5643
Fax: 541 487-4089

Email: sean.gallagher@alsea.k12.or.us
www.alsea.k12.or.us

MEMO

Date: 3/1/2023

To: Board of Directors

From: Sean Gallagher – Acting Superintendent

Re: 2023 Football Season

I approve of the attached analysis presented by Bart Rothenberger – Athletic Director. Personally I am concerned about safety for our students playing 8 man football. This has been demonstrated by the sheer number of injuries sustained by our players during the 2022 football season. Football is a full contact sport, it is better to match teams by abilities, this would be better arranged in a 6 man league. In addition, to play in the assigned 8 man league would considerably increase the athletic travel budget to play in the Klamath Falls area and increase the amount of time players were out of class.

I recommend that the board approves Bart and I to move forward with playing in a 6 man league regardless of outcome. I am convinced this will be best for safety, academics, and budget, but most of all best for our student athletes.

ALSEA SCHOOL DISTRICT-VINA MOSES FAMILY SUPPORT ANNEX PROJEC
12 month Program Planning/Development and Implementation

INCOME	Budget	Vina Moses Center
Program Coordinator	$4,160.00	$4,160.00
Volunteer Time (Vina Moses)	$7,355.00	$7,355.00
Volunteer Coordinator (Vina Moses)	$1,800.00	
Vina Moses-BCC ARP Funding (Secured)	$5,000.00	$5,000.00
Benton County Foundation-Vina Moses application	$8,000.00	
Ford Family Foundation- Emergency Equipment Repairs	$8,300.00	
In-Kind Match		
Alsea Staff (Family Services Coordinator- 25% FTE)	$13,520.00	
Building Site location-Rental/Lease (5 year committment)	$1,200.00	
Utilities (5 year)	$1,200.00	
Insurance as part of ASD policy	$254.00	
Direct Support Services supplies	$1,000.00	
TOTAL INCOME	**$51,789.00**	**$16,515.00**
EXPENSES		
Program Coordinator	$4,160.00	$4,160.00
Alsea Staff	$13,520.00	
Volunteer Time	$7,355.00	$7,355.00
Volunteer Coordinator	$1,800.00	
Shed 12'x16'	$15,000.00	$5,000.00
Equipment- Ductless Heat Pump and installation (est)	$4,800.00	
Site Rental/Lease (5 year $1200)	$1,200.00	
Utilities (5 year)	$1,200.00	
Insurance	$254.00	
Clothing racks and worktables	$1,500.00	
Direct Support Services supplies	$1,000.00	
TOTAL EXPENSE	**$51,789.00**	**$16,515.00**

$51,789.00

:T

Alsea School District	Benton County Foundation	Ford Family	Match-Other
	$1,800.00		
	$8,000.00		
		$8,300.00	
$13,520.00			
$1,200.00			
$1,200.00			
$254.00			
			$ 1,000.00
$16,174.00	**$9,800.00**	**$8,300.00**	**$1,000.00**
$13,520.00			
	$1,800.00		
	$6,500.00	$3,500.00	
		$4,800.00	
$1,200.00			
$1,200.00			
$254.00			
	$1,500.00		
			$ 1,000.00
$16,174.00	**$9,800.00**	**$8,300.00**	**$1,000.00**

Infrastructure, In-Kind,	Task	Person Responsibl	Status	Done	Notes	Due	7/11-7/15	7/18-7/22	7/25-7/29	8/1-8/5	8/8-8/12	8/15-8/19	8/22-8/26	8/29-9/2
Grant	Letters of support	Sara		####	Sara has a list									
Grant	Building materials list	Keenan/Sara		####	Sara has a list									
Grant	add materials cost to budget	Sara/Ilene		####		September								
Grant	MOU	Ilene/Sara/Shawn		####	specific questions in TFFF application	October/Nov								
Grant	insurance coverage			####		September								
Grant	project vision/narrative	Sara & Ilene		####		September								
Grant	requirements/portal	Sara		####		September								
Grant	Support questions	Sara		####		September								
Grant	Funding Plan/Cost Projections	Ilene		####		September								
Grant	submit application	Ilene		####		Nov/Dec/Jan								
				####										
				####										
				####										

Here's Your Custom Shed Design Link and Estimate (#1674089652396112 - Naomi Shadwick)

From : Summit Structures <mike@summitstructures.com> Wed, Jan 18, 2023 04:54 PM
Sender : mike=summitstructures com <mike=summitstructures.com@mg.idearoominc.com>
Subject : Here's Your Custom Shed Design Link and Estimate (#1674089652396112 - Naomi Shadwick)
To : shadwick@casco.net
Reply To : al schrock <al.schrock@summitstructures.com>

Madras, OR
Madras, OR, 97741
541-243-5800
al.schrock@summitstructures.com

Congratulations on designing your shed! Our goal is to exceed your expectations of our service and product. If you have immediate questions or concerns, please call us at 541-243-5800.







Open Your Custom Design

Dealer Information

Name: Madras, OR
Email: al.schrock@summitstructures.com
Phone: 541-243-5800

Customer Contact Information

Name: Naomi Shadwick
Email: shadwick@casco.net
Phone: 541-801-0333

Dealer Information

Dealer Name: Madras, OR
Dealer Address: Madras, OR 97741
Dealer Email: al.schrock@summitstructures.com
Dealer Phone: 541-243-5800

Delivery Information

Delivery City: Alsea
Delivery ZIP: 97324

Additional Comments

The information below is an estimate only. Final pricing - including pricing adjustments, discounts, delivery, and taxes - will be provided with final quote prior to purchase.

Total Estimate: $13,482

Structure Details	
Style: Premier	$12,157
Sidewall Height: 8'	
Size: 12x16	
Base: Runners	
Siding: Painted Siding	Included
Roof Pitch: Standard	
Roof Overhang: Standard	
Siding Color: Wedgewood Blue	
Trim Color: White	
Porch Railing Color: Natural Wood	
Roof Color: Dark Gray	
Roof Material: Metal Roof	

Doors & Ramps	
80" 9-Lite Prehung Entry Door	Included
Color: White	
Label	
80" 9-Lite Prehung Entry Door	$500
Color: White	
Label	

Windows & Accessories	
3x4 Vinyl Window	Included
Color: White	
3x4 Vinyl Window	Included
Color: White	
3x4 Vinyl Window	$275

Color: White	
Dormer: None	Included

Flooring & Interior

Flooring: 1 1/8" Edge Gold	$480
Floor Joist: 2x6 OC Floor Joists	

Vents

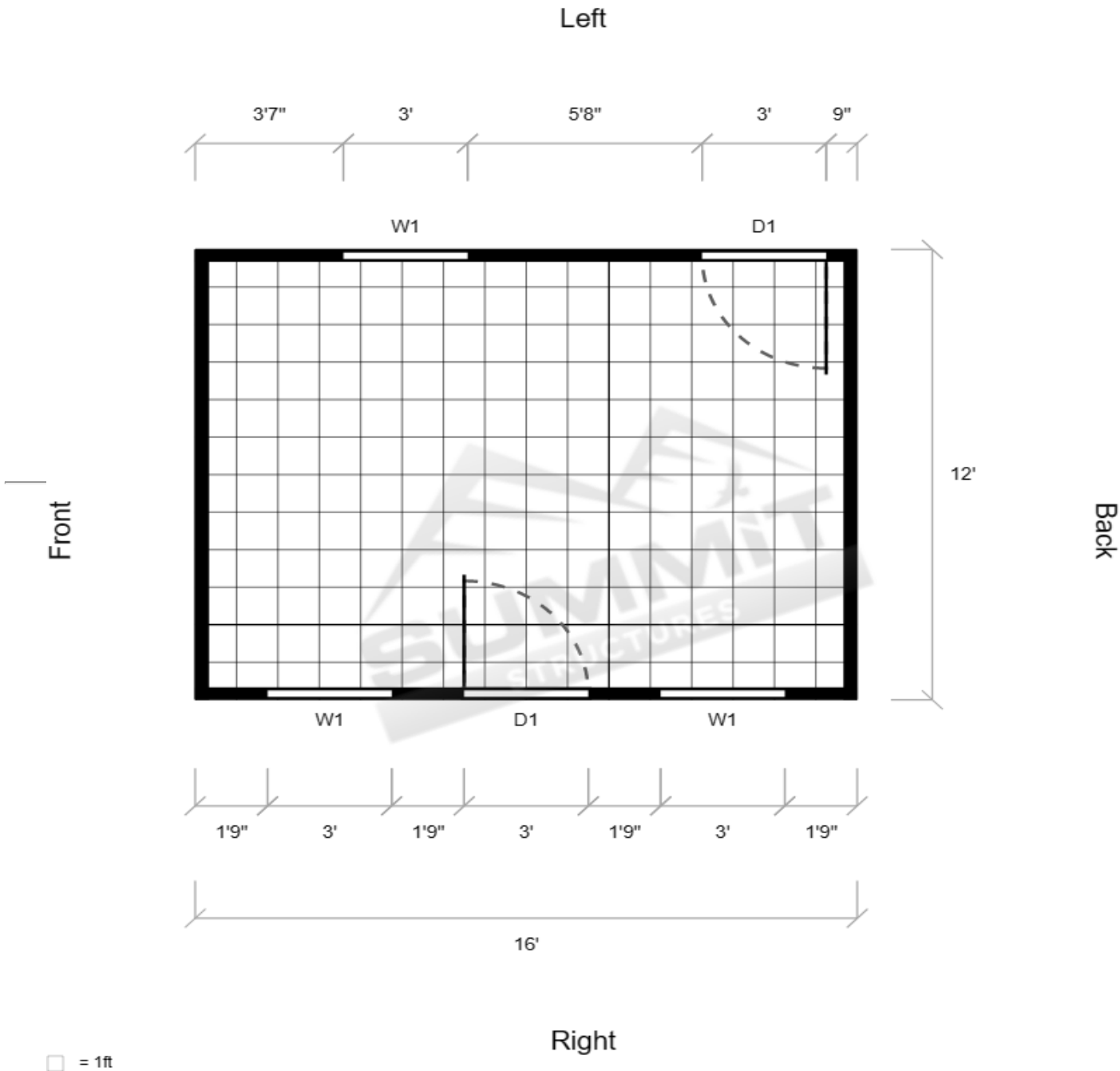
Classic Vent	$35
Color: White	
Classic Vent	$35
Color: White	

Pricing and options shown are subject to change at any time and may vary based upon current promotions, specials, or annual pricing adjustments. Current pricing will be included in the final quote and will require your review and approval prior to order.

We will do all we can to ensure your complete satisfaction. Please contact us for questions, concerns, or custom styles or sizes.

FLOORPLAN





= 1ft

SYMBOL LEGEND

D1
80" 9-Lite Prehung Entry Door

W
1 3x4 Vinyl Window

Closed Wall

#1674089652396112

Request for Alsea School Board Action

REVISED MARCH 3, 2023

Date Submitted: January 25, 2023

All items must be submitted to the Alsea School Board on the previous Thursday or (7) working days before the next meeting. You will receive a copy of the Resolution within 5 days following the meeting. Please attach one original and copies for distribution.

Subject: Submitted by: Sara Littlefield, ASD Family Liaison (Alsea School's Family Outreach Coordinator)

Action Requested: (If a resolution is requested, please attach, and email a draft to the Executive Secretary)

The ASD Family Liaison Coordinator has been working with the Vina Moses Center in the further development of the Alsea School's Family Outreach Program "annex" with a small building located on the school property. (Previously agreed upon.)

Vina Moses Executive Director has agreed to help pay for the project development with the initial commitment of $5,000 of Benton County ARP secured funds to go toward the purchase of a small pre-constructed building that meets Benton County requirements for a "Backyard Shed" and to seek additional funding from the Benton County Community Foundation for the balance of the building purchase.

We are seeking approval from the ASD Board to move forward with this project in authorizing VMC to use the $5,000 as a down payment so VMC can obligate their funds by June 30, 2023.

We are also requesting that ASD approve the memorandum of understanding as a partner in this project which describes partner responsibilities and asset ownership.

We are also proposing that ASD, as a partner in this project, provide an in-kind match as indicated in the project budget attached.

Lastly, we are also seeking approval from the ASD board to submit a grant to Ford Family Foundation for the purchase and installation of a ductless heating system and electrical system, plus other to-be-identified grantors for the balance of the costs of setting up this project and operations.

Specifications, MOU, and bid docs are attached.

Reviewer's Signature Approve/Denied Comments

_____ _____

Alsea School Superintendent

_____

_____

Date: Presented for Board Approval _____ Name: Motion for Approval _____

Name: Seconded Motion_____ Vote: YES NO ABSTAIN

Signature of Authorizing Official _____

ASD Board Chairman

Memorandum of Understanding
BETWEEN

The Vina Moses Center and The Alsea School District 7J as Partners in the Alsea Family Support Project

Recitals

WHEREAS, the Alsea School District 7J(ASD), Family Liaison Program presently coordinates the collection and distribution of certain support supplies for the Alsea community which may include: 1) kid's clothing; 2) storage of basic emergency food and supplies for the community of Alsea and surrounding area, and 3) referrals to other service providers, and;

WHEREAS, Alsea School District 7J has agreed to provide a site on the school property to place a small building to house the program, for the expansion of the existing Family Liaison Program, to be renamed, the Alsea School's Family Outreach Program, and;

WHEREAS, the aforementioned Parties have agreed to contribute to the purchase and installation of said building, and;

WHEREAS, the Vina Moses Center has committed to providing $5,000, for the down payment to the purchase of the preconstructed building as specified in the attached bid document from Summit Sheds located in Albany, Oregon, with ownership of building and modifications to remain with Vina Moses as required by grantor.

WHEREAS, the aforementioned Parties desire to enter into the herein-described agreement in which they shall work together to accomplish the program goals and objectives set forth;

Goal #1: To empower, encourage, and equip Alsea families in improving their quality of life by providing support services as they become identified.

Goal #2: To strengthen the relationships between families and ASD and local businesses and other community residents to further provide access to community projects for the youth and families.

Goal #3: To create partnerships with other social service agencies, and local, State and Federal agencies in the planning, development, and implementation of programs and projects which further the purpose/mission of both organizations, and;

WHEREAS, the Parties are desirous to enter an understanding, thus setting out all necessary working arrangements that both Parties agree shall be necessary to complete this, now;

THEREFORE, the parties mutually agree to the responsibilities as follows:

Alsea School District 7J (ASD) responsibilities:

1. ASD will be responsible for completing minor maintenance on the building as well as keeping the building and grounds clean and tidy; and
2. ASD shall not permit any individuals to utilize the building or grounds as a short-term or long-term residence; and
3. ASD will not make any modifications to the parcel or buildings without the written consent of the ASD Board and Vina Moses.
4. In exchange for the use of said site and buildings, ASD will be responsible for paying all utility bills incurred by the operations and maintaining the building in a responsible manner.
5. From time-to-time ASD will allow and request Vina Moses Center volunteers to provide hours to assist in the service activities at the site.

Vina Moses Center (VMC) responsibilities:

1. VMC will provide donated resources as they become available for distribution. VMC shall also work in partnership with ASD to seek out and obtain funds to pay material costs and labor required to perform ongoing maintenance building and site, and shall provide volunteer labor to perform any necessary maintenance and repairs, except as described hereinafter; and
2. VMC will not pay for repairs or extraordinary maintenance required resulting from the negligent actions or operations of ASD. ASD will be responsible for any repairs or extraordinary maintenance resulting from their negligent actions or operations.
3. VMC will make periodic checks on the site to make sure it is staying in good condition and the program is operating as agreed.

OBJECTIVES

RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

It is the desire and the wish of the aforementioned Parties to this MOU Agreement that this document should not and thus shall not establish nor create any form or manner of a formal agreement or indenture other than what has been agreed upon in the terms of understanding, but rather an agreement between the Parties to work together in such a manner that would promote a genuine atmosphere of collaboration and alliance in the support of an effective and efficient partnership and leadership meant to maintain, safeguard and sustain sound and optimal managerial, financial and administrative commitment with regards to all matters related to the proposed construction, occupation and use of the aforementioned building on the site by the Alsea School District's Family Outreach Program for the Alsea Valley.

OWNERSHIP OF BUILDING AND MODIFICATIONS THERETO:

Ownership of the building and modifications thereto shall remain with Vina Moses as required by the initial grantor. The building and all modifications shall remain on the ASD property at the site designated.

The Alsea School District 7J will be responsible for all maintenance and upkeep of the building and equipment. Should the Alsea School District 7J opt to cancel the Program as set forth in this MOU then Vina Moses has the option of removing the building.

TIMELINE

The above-outlined scope and objective shall be contingent on the Alsea School District 7J obtaining the necessary funds required for the Alsea School District 7J Family Outreach Program to develop, implement, and maintain operations such as are described in the above work plan. Responsibilities under this Memorandum of Understanding will continue as agreed and will remain in effect until such time as both parties agree to cancel the said MOU or until the Alsea School's Family Outreach Program is dissolved by its ASD Board Members.

AMENDMENT OR CANCELLATION OF THIS MEMORANDUM

This Memorandum of Understanding may be amended or modified at any time in writing by mutual consent of both parties.

GENERAL PROVISIONS

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this Memorandum of Understanding in accordance with the provisions of the law and regulations that govern their activities. Nothing in the

Memorandum is intended to negate or otherwise render ineffective any such provisions or operating procedures. The parties assume full responsibility for their performance under the terms of this Memorandum.

If at any time either party is unable to perform their duties or responsibilities under this Memorandum of Understanding consistent with such party's statutory and regulatory mandates, the affected party shall immediately provide written notice to the other party to establish a date for resolution of the matter.

LIMITATION OF LIABILITY

No rights or limitation of rights shall arise or be assumed between the Parties as a result of the terms of this Memorandum of Understanding.

ARBITRATION/MEDIATION DISPUTE RESOLUTION

The Parties to this Memorandum of Understanding agree that should any dispute arise through any aspect of this relationship, including, but not limited to, any matters, disputes of claims, the parties shall confer in good faith to promptly resolve any dispute. In the event that the parties are unable to resolve the issue or dispute between them, then the matter shall be mediated and/or arbitrated in an attempt to resolve any and all issues between the parties.

The parties agree that any claim or dispute that arises from this agreement, the relationship or obligations contemplated or outlined within this agreement, if not resolved through mediation, shall then go to and be resolved through final and binding arbitration. Any decision reached by the Arbitrator shall be final and binding and, if required, may be entered as a judgment in any court having jurisdiction.

In the event that any court having jurisdiction should determine that any portion of this Agreement to be invalid or unenforceable, only that portion

shall be deemed invalid and not effective while the balance of this Agreement shall remain in full effect and enforceable. This Agreement shall be interpreted and governed by and in accordance with the Federal Arbitration Act 9 U.S.C. #1-16.

NOTICE

Any notice of communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such address as one may have furnished to the other in writing.

GOVERNING LAW

This Memorandum of Understanding shall be governed by and construed in accordance with the laws of the State of Oregon.

SEVERABILITY CLAUSE

In the event that any provision of this Memorandum of Understanding shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this Memorandum shall be determined to be unlawful or otherwise unenforceable, the remainder of the Memorandum shall remain in full force and effect, so long as the clause severed does not affect the intent of the parties. If a court should find that any provision of this Memorandum to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed, and enforced as so limited.

ASSIGNMENT

Neither party to this Memorandum of Understanding may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

ENTIRE UNDERSTANDING

The herein explanations contained Memorandum of Understanding constitute the entire understanding of the Parties pertaining to all matters contemplated hereunder at this time. The Parties signing this MOU desire or intend that any implementing contract, license, or other agreement entered into between the Parties subsequent hereto shall supersede and preempt any conflicting provision of this Memorandum of Understanding whether written or oral.

AUTHORIZATION AND EXECUTION

The signing of this Memorandum of Understanding does not constitute a formal undertaking, and as such it simply intends that the signatories shall strive to reach, to the best of their abilities, the goals and objectives stated in this MOU.

This Agreement shall be signed by_____and

_____, and shall be effective as of the date first written above.

Organization_____

_____Date:_____

(First Party Signature)

Title: _____

Organization_____

_____Date:_____

(Second Party Signature)

Title: _____

PURCHASE

SUMMIT STRUCTURES OF OREGON

INVOICE #	78-23345
Order Type	New Build Sale
Date	03/06/2023
Agent	Chris Lewis

Invoice from:
Summit Structures Oregon
1435 Hwy 97
Madras, OR 97741
541-243-5800

Ship to:
Naomi shadwick
-
Alsea, OR 97324
(541) 801-0333
shadwick@casco.net

Dealer:
Tangent Sales Store
33965 Hwy 99E
Tangent, OR 97389
5414510179

Description	Quantity	Total
Premier 12x16 Serial Number ESPS-1216-011923-008486 Siding: LP - Gray, Trim: LP - White, Roof: Metal - Dark Grey	1	$11,914.00
1-1/8" Edge Gold Flooring ($2.5 / square foot)	1	$480.00
10% winter Discount (-10% of cost)	1	-$1,711.40
2/12 PITCH ROOF	1	$400.00
4X6 Pressure Treated Skids - 2 Skids on 8' & 10' wide buildings - 4 Skids on 12",14' & 16' wide buildings - 2x6 Pressure Treated Floor Joist 16" OC - 3/4" Flooring - Vapor Barrier Under Flooring - 2X4 Wall Studs 16" OC - Sheetrock Ready Framing - Wall Height 7' 9" - Double Top Plates - 3/8" LP Smartside Siding - Wall Vapor Barrier - 1-36" 9-lite pre-hung Door - 2-3X4 White Vinyl Double Pane Windows - 7/12 Roof Pitch - 6" Overhangs - Vented Soffits - 7/16" OSB Roof Sheeting - 2X6 Trusses 16" OC - Ice and Water Shield Underlayment - 29 Gauge Metal Roofing - 6" Facia & Gable Trim - Simpson Strong Tie SDWC Truss Screws	1	$0.00
Ceiling Spray Foam (Per Inch) ($3.75 / square foot)	2	$1,440.00
Floor Spray Foam (Per Inch) ($2.5 / square foot)	2	$960.00
Wall Spray Foam (Per Inch) ($5 / square foot)	2	$1,920.00

Subtotal	$15,402.60
Taxes	$0.00
Delivery	$13.50
Total	$15,416.10
Amount Due Today	$3,854.03
Remaining Balance	$11,562.07

Naomi shadwick's signature agrees to the Full Terms and Conditions; including:

1. Any remaining amount due, is agreed upon to be **paid in full** before receiving delivery.
2. Any changes to an order requires a resubmission; changes after an order is accepted are invalid, and accuracy cannot be guaranteed.
3. Buildings are not recommended to be raised higher than 36" from the ground.
4. Site Preparation is the responsibility of the customer.
5. Permits and approvals from local authorities are the responsibility of the customer.
6. Summit Structures Oregon does not paint or stain on-site, nor is paint or stain provided for on-site builds.
7. Driver supplied blocks are $5.00 each.
8. Delivery Charges incurred beyond 30 miles are $3.50/mile for 8’ wide units; $4.50/mile for 10’ & 12’ units, and $5.00/mile for 14’ wide units, and $3.50/mile for all onsite deliveries.
9. Cancellations after 3 business days will result in a cancellation fee of 10% of the purchase price. (See full cancellation policy on page 2)
10. All information given is true and accurate.

Sign _____ Date _____

TERMS AND CONDITIONS OF SALE

Controlling Terms and Conditions.

These terms and conditions of sale of Summit Structures Oregon (“Seller”) and any attachments hereto take precedence over any additional or different terms and conditions, if any, of the purchaser Naomi shadwick (“Purchaser”), to which notice of objection is hereby given. Seller's acceptance of this order is expressly conditioned upon Purchaser's acceptance of these terms and conditions. These terms and conditions, together with any other written agreement directly related to this transaction, will constitute the entire agreement between the parties with respect to the portable building(s) sold hereunder.

Modification or Relocation of Building. Any building that is currently or is to be out on a rent to own contract is NOT to be altered or modified in any way until the building is paid in full, nor under any circumstance can it be relocated. You must first contact the rental company to schedule a move. Any building that is moved to a different location without the consent of the rent to own contract holder will be considered stolen and the culprit WILL be prosecuted to the full extent of the law.

Not for Re-Sale or Human Occupancy: Release & Indemnification. Purchaser acknowledges that the portable building(s) sold hereunder may not be re-sold in a retail manner, and are NOT DESIGNED OR SUITABLE FOR HUMAN OCCUPANCY OR HABITATION. Accordingly, Purchaser hereby releases and forever discharges Seller, and will indemnify, defend and hold Seller harmless, to the maximum extent permitted by law, from and against any claims, liability, expenses, regulatory or administrative actions, injunctions, damages, or cost of any kind, including without limitation reasonable attorney fees, arising from or in connection with (I) the purchaser's sale or transfer of any portable building(s) to any other person or entity, (ii) the human occupancy or portable building(s) sold hereunder, (iii) the modification of any portable building(s) in any manner that results in the square footage of any portable buildings exceeding 960 square feet, or (iv) the placement of any such portable building(s) within three feet of any other structure or property line.

Compliance with Laws. Purchaser hereby represents and warrants to Seller that Purchaser has complied, and Purchaser's use and placement of the portable building(s) sold hereunder will comply, with all federal, state and local laws and regulations, including without limitation local zoning codes, setbacks, covenants, permits and land use regulations, Seller does not represent that the portable building(s) sold hereunder are approved for use or placement in any specific location. Purchaser is responsible for determining whether the portable building(s) may be used or placed in any specific location or for any particular purpose, and purchaser's inability to use or place the portable building(s) sold hereunder in any specific location or manner.

Risk Of Loss will pass to purchaser upon delivery. Seller will attempt to deliver the portable building(s) sold hereunder one time at (I) no additional charge for deliveries within 30 odometer miles of the location of purchase, (ii) at an additional, one way charge of $3.50/mile for 8’ wide units; $4.50/mile for 10’ & 12’ units, and $5.00/mile for 14’ wide units for every additional odometer mile beyond the first 30. Delivery means transport of the portable building(s) to purchasers specified destination and release of portable building(s) on to a reasonably level, location that is service accessible by truck with adequate clearance for the portable building(s), and leveling the portable building(s) with treated wood blocks or suitable concrete blocks to be provided by Purchaser. Unless otherwise confirmed in writing by Seller, adequate clearance requires, at a minimum (I) four feet of clearance from any other structure or any property line on any side of portable building(s) as they will be delivered, and (II) overhead clearance equal to the height of the portable building(s) plus four feet. Seller or Seller's delivery personnel, in its or their sole discretion will determine whether there is adequate access and clearance to Purchaser's proposed delivery sight and whether the surface is sufficiently level and suitable to support the portable building(s) sold here-under. If seller determines for any reason that the delivery cannot be completed, purchaser and seller will arrange for a second delivery attempt at an additional, one time charge of $200 plus mileage. Purchaser releases and forever discharges Seller from any liability resulting from any damage to Purchaser's property incurred during delivery. Attempt, including without limitation damage to damages to person or property, loss of use, loss of time, inconvenience, equipment rental, loss of earnings or profits or any commercial loss relating to yards or driveways. Limitation of liability, Seller will not be liable for punitive, incidental or consequential Purchaser's order. The remedies of Purchaser as set forth herein are exclusive. The liability of Seller with respect to the sale and delivery of any portable building(s) under this order, whether in contract, in tort, under any warranty or otherwise, will not exceed the difference between the price of the portable building(s) as specified on the first page of this order and the value of the portable building(s) as delivered by seller. Additionally, Seller will not be liable for any loss or damage of any kind arising from delay or inability to delivery beyond Seller's reasonable control, or from improper maintenance, alteration or misuse of the portable building(s)

Cancellation, Partial Refund/Restocking Fee. Orders for standard portable building(s) may be canceled by purchaser at any time before delivery. If Purchaser cancels such an order, Seller has the option to charge the Purchaser a restocking fee equal to 10% of the Sub-Total. Such restocking fee will (I) be retained by seller if purchaser has paid all of the purchase price or a portion of the purchase price equaling or exceeding 10% at the time of cancellation, provided that Seller will refund to Purchaser all amounts in excess of the Restocking Fee, or (II) be immediately due and payable by purchaser to seller at the time of cancellation. If the Purchaser has paid none of the purchase price or a portion of the purchase price equaling less than 10%, provided that Seller may apply against such Restocking fee any amounts Then-paid by Purchaser Orders for custom build or custom painted portable building(s) may not be canceled except with prior written consent of the seller, which consent may withhold for any reason or no reason. If delivery of an ordered structure is delayed beyond 60 days by the Purchaser, Seller reserves the right to cancel an order. If Purchaser is unresponsive for 30 consecutive days with no communication to Seller, Seller may also cancel an order. Orders that have received payment in full for the purchased price will be held for a MAXIMUM of 180 days from date of sale.

Consent to Jurisdiction. If Purchaser is a governmental entity or Indian Nation, PURCHASER HEREBY EXPRESSLY WAIVES ITS DEFENSE OF SOVEREIGN OR OTHER IMMUNITY IN THE EVENT OF A DISPUTE BETWEEN PURCHASER AND SELLER REGARDING THIS ORDER. Regardless of whether Purchaser is a governmental entity or Indian Nation, PURCHASER EXPRESSLY ACQUIESCES TO THE JURISDICTION AND VENUE OF THE UNITED STATES FEDERAL AND STATE COURTS.

Warranties And Disclaimer of Warranties (NOT INCLUDING REPOS AND OR DISCOUNTED BUILDING(S) Seller warrants to original user of the portable building(s), provided the building(s) remains at original delivered location that the portable building(s) sold hereunder will be warranted against the rot, and/or decay of treated materials for the life of the building(s), against termite infestation of all treated materials for 20 years, and defects in material or craftsmanship within 12 years of the original delivery date not including damage caused by external sources such as wind damage to shingles. Seller’s sole obligation and purchaser's sole remedy under this Warranty is replacement of the portable building(s), or at Seller's option, the defective portion thereof that Seller finds is defective in material or craftsmanship within the warranty time period. Any replacement performed under this Warranty will be performed by Seller or Seller's agent. The above warranty will be null and void in the event that the portable building(s) are altered by purchaser, or have been, in Seller's sole judgment, subject to negligence, improper maintenance or misuse or moved from original delivered location. Seller’s liability is further limited as provided by the Limitation of Liability section of these terms and conditions.

(SELLER DISCLAIMS ALL OTHER WARRANTIES, INCLUDING WITHOUT LIMITATION THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE).

Miscellaneous. This order and these terms and conditions will be construed under state law without regard to the choice of law principles thereof. No waiver of any breach of any provision of this contract will constitute a waiver of any other breach of such provision. If one or more of these Terms and Condition is for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability will not affect any other term or condition and such invalid, illegal, or unenforceable provisions will be modified to the minimum extent necessary to render such provisions valid, legal and enforceable.

Signature

Date

ALSEA SCHOOL DISTRICT-VINA MOSES FAMILY SUPPORT ANNEX PROJECT
12 month Program Planning/Development and Implementation

INCOME	Budget	Vina Moses Center	Alsea School District	Benton County Foundation	Ford Family	Match-Other
Program Coordinator	$4,160.00	$4,160.00				
Volunteer Time (Vina Moses)	$7,355.00	$7,355.00				
Volunteer Coordinator (Vina Moses)	$1,800.00			$1,800.00		
Vina Moses-BCC ARP Funding (Secured)	$5,000.00	$5,000.00				
Benton County Foundation-Vina Moses application	$8,000.00			$8,000.00		
Ford Family Foundation- Emergency Equipment Repairs	$8,716.00				$8,716.00	
In-Kind Match						
Alsea Staff (Family Outreach Services Coordinator- 25% FTE)	$13,520.00		$13,520.00			
Building Site location-Rental/Lease (5 year committment)	$1,200.00		$1,200.00			
Utilities (5 year)	$1,200.00		$1,200.00			
Insurance as part of ASD policy	$254.00		$254.00			
Direct Support Services supplies	$1,000.00					$ 1,000.00
TOTAL INCOME	**$52,205.00**	**$16,515.00**	**$16,174.00**	**$9,800.00**	**$8,716.00**	**$1,000.**
EXPENSES						
Program Coordinator	$4,160.00	$4,160.00				
Alsea Staff	$13,520.00		$13,520.00			
Volunteer Time	$7,355.00	$7,355.00				
Volunteer Coordinator	$1,800.00			$1,800.00		
Shed 12'x16'	$15,416.00	$5,000.00		$6,500.00	$3,916.00	
Equipment- Ductless Heat Pump and installation (est)	$4,800.00				$4,800.00	
Site Rental/Lease (5 year $1200)	$1,200.00		$1,200.00			
Utilities (5 year)	$1,200.00		$1,200.00			
Insurance	$254.00		$254.00			
Clothing racks and worktables	$1,500.00			$1,500.00		
Direct Support Services supplies	$1,000.00					$ 1,000.00
TOTAL EXPENSE	**$52,205.00**	**$16,515.00**	**$16,174.00**	**$9,800.00**	**$8,716.00**	**$1,000.**

$52,205.00

Budget Committee Members
Fiscal Year 2022-2023

School Board Members	**Term End**
Risteen Follett (Chair)	6 30 2023
Linda Montanez (Vice Chair)	6 30 2025
Debra Lindberg	6 30 2025
Ryan VanLeuven	6 30 2023
Soren Rounds	6 30 2023

Budget Committee Members	**Term End**
Sara Cash	2023 -yes
Kimberly Lanning	2024 - yes
Terry Lunsford	2023 - yes
Joni Olsen	2024 - yes
~~Kenny Vogler~~ Jami Olsen was appointed instead.	2024 – according to other committee members KV resigned,

12. **Patron Comments**
    - **Jamie Olsen**
    - **Sara Marrs**
13. **Board comments**
14. **Approval of Board Minutes: January 12, February 9 and March 6 2023**

Alsea School Board Meeting
Thursday, January 12, 2023 Executive Meeting

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

1. Call to Order
Executive Session 6:30 PM Session begins 1831
To consult with counsel concerning the legal rights and duties of a public body with regard to current
litigation likely to be filed. (ORS 192.660(2)(h)

2. 6:30 PM 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))

3. 7:00PM Return to Open Session
1859 return to Open Session

4. Flag Salute

5. Approval of the Agenda

Deb Lindberg Motion to Approve the Agenda with amendments; 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
Approval of the Agenda - with the amendment of adding the executive session at the end of the open
Session in regard to current litigation likely to be filed. (ORS 192.660(2)(h). Move action item 15c of the
Policy reading to the next meeting as a 3rd reading. The agenda was approved with amendments, Debra
Lindberg approved. Ryan VanLeuven seconded. All in favor, yea.

6. Discussion
   a. Superintendent Search
Vince Adams joined us via the internet. Debra Lindberg has been speaking with him. Confidentiality sheets need to be signed and returned to Jennifer Nelson prior to the next meeting.. The next meeting will be on January 17th to discuss the process. The screeners and the board will get their first glimpse of the applicants. Linda Montanez asked about attending virtually being a possibility. Debra Lindberg also said that they need to be sure to download the Revelus app prior to the meeting. This is the online program that holds all the documents of the applicants. Superintendent Gallagher asked if the existing superintendent is a part of the process. Mr. Adams said that they do not typically during the initial stages of the process. But they often do start taking part towards the end of the process. Mr Adams told the Board that by extending the application deadline allowed for more applicants to apply. Overall applicants for Superintendent positions are down.

7. District Recognition:
    a. Brick and Mortar
        i..Employee
        ii. January is School Board Recognition Month

a. Brick and Mortar

i. Employee - Joe Martinez, is an Instructional Assistant but he has been much more than that. He coaches kids, teaches kids sign language, helps students in the classroom as well as talks to kids in the hallways. He exhibits extreme flexibility and ability to rock his job.

ii. January is School Board Recognition Month

Superintendent Gallagher recognized the hours they volunteer to serve as Board members. These are elected positions. The board members spend countless hours overseeing district happenings.

Risteen Folett has served - 2 years
Linda Montanez has served - 8 years
Ryan VanLeuven has served - 9 months
Debra Lindberg has served - 6 years
Robert Webb - 8 prior, plus 9 months

8. Superintendent Report:
    Sean Gallagher
        a. District Priorities Update
        b. Bond GMP Update
        c. Seesaw

a. District Priorities Update

Superintendent Gallagher spent time over winter break to review the document adding additional information.

Developed: Board policy revision, efficient and effective meetings, state conferences we had representation at the Bend but not able to make the Portland conference, guide and evaluate and supervise the Superintendent, created district school improvement plan with help from an ESD advisor, OSBA sponsored charter review, Increased communications to the Board, staff and community. With attendance to staff meetings, fireside chats, with adding a public information officer, addition of board books, restructuring of the hierarchy chart from the Superintendent's
office only, HR reset project, job descriptions, contracts, leaves and accountability; we have had to completely reset Frontline, restore clear expectations for all HR related issues such as job descriptions, natural attrition with what might be deemed unnecessary staff, faculty handbook, teacher mentoring program, training for subs and Instructional Assistants, negotiations with certified union.

In Progress: Budget, restoring checks and balances with purchasing process, restore a sustainable budget, programs in terms of refocus on division 22 standards, accreditation process for the high school, Oregon records management system implementation, conversion from SIS to Synergy, textbooks. 30% completed with ELA adoption, the math textbook adoption has been completed, state
and federal reports trying to get those all back under the superintendent's office. 50% on making sure who is in charge of the reports, restoring order in checks and balances with communications with the community. Bond project, the seismic application; we have tried for two years for a

TAP grant, it has been recommended that we start the process over, Superintendent Gallagher reached out to a company that he has completed seven seismic projects with. Shirley Koetz is starting work on the application for the TAP grant. Superintendent hiring process,
b. Bond GMP Update; Currently being updated, Bond project update, board has been doing due diligence with this project. There has been a lot of catching up to do as well as a lot of technical. Since time has evolved, CB construction is updating the GMP contract. Bond oversight meeting happened yesterday. Superintendent Gallagher is recommending a meeting on January 26 to approve moving forward.
c. Seesaw - Heather Shunk presented
LaHO wants to move forward with breaking ties with Paradigm and switch to Seesaw as a platform. Seesaw is well known across the country, it brings a lot of pieces together and allows better collaboration with parents and teachers. The unique part of LaHO is we are already using a platform that is similar. Seesaw started out as a collaboration with teachers. In the last 5 years they have added a K-5 standards-based curriculum piece. A lot of teachers are already using some of this as a supplement for parents. It has an embedded assessment tool for teachers to use in real time. Equitable access, multiple languages that curriculum can be translated to. Supportive
for Special Ed students as well. The cost to the district is about $58,000 per year as opposed to $600,000 for Paradigm. Superintendent requested a link that can be shared with the school board so they can have an opportunity to view the program.

9. Reports
   a. Guidance Counselor Report
   b. Suicide Prevention Plan Draft

a. Guidance Counselor Report - Haley Rose, graduated from Toledo HS, OSU masters in school counseling. Has worked for Toledo high school and now with Alsea SD.
- What she has done so far, breaks up job 3 ways, social emotional, post high school, and academic planning. Implementation of Admentum to help students who have failed courses previously to gain credit recovery. Scheduling and forecasting, senior tracking and advising. Ms Rose is currently the Senior Advisor. Today, the Benton Community Foundation members came and talked to students about applying for scholarships.

- Seniors enrolled - currently we have 20, 3 are foreign exchange students, 14 of the
The remaining 17 are on track to graduate in June. Risteen Follett asked if parents have the ability to reach out to Ms Rose with questions about the college application process.
Linda Montanez asked about the possibility of parents contacting her in the next few months regarding younger students about graduation and potential graduation goals. Alsea has adopted an online program called Overgrad to allow students to take surveys to see where they land in that personality assessment to see what their interests are. Linda Montanez mentioned that the board has been wanting to get back to having these conversations with students from middle school through senior in high school to find best matched colleges or best matched careers. Implementing graduation goals and requirements. Setting up a resume, job shadowing. 4 hours of community service. Ending in a mock interview. Learning real life skills.
- College application week. Offers a time and a place for students to do that in the school during school hours. This was held the first week of November. 16 of 20 utilized. Music,

vet science, chemistry, lineman careers, etc.
- 3 component campaign, focus on applying for scholarships, FAFSA, paying for college. In May there will be a 'decision day' for students to make a declaration as to where they are going to go.
- Also acting as an LBCC liaison for students who are attending college while still in HS
- ASVAB, military entrance survey. All Juniors took that today, Jan 12th.
- College visitation to University of Oregon
- Social Emotional component, Haley Rose can provide a short term counselor when the Mental Health Liz Holden is not available. Level 1 support, getting into classrooms to provide mental health wellness to all students, Level 2 would be small group meetings (bigs and littles) having older students help younger students, Level 3 is putting out fires that needs immediate one on one attention.

b. Suicide Prevention Plan Draft - Superintendent Gallagher requested that the board have an opportunity to read over the material and have Haley Rose return to the next school board meeting to discuss. This is also a Division 22 requirement.

10. Financials
    a. Monthly Accounts
    b. Budget Calendar
    c. Bond payment Schedule Estimates
    d. FTE Report

a. Monthly Accounts- LaRae Sullivan presented
Alsea Student Body accounts - there are a few accounts in the red that she will work with Superintendent Gallagher to discuss what needs to be done.. Risteen Follett wanted to know what the approval process is for spending out of the ASB accounts. LaRae Sullivan said it should be done the same as with the building purchasing process, a requisition should be entered with a PO approval. Debra Lindberg wants to know if any of these accounts are doing fundraising anymore?
Ryan VanLeuven was under the impression that elementary field trips were supposed to be covered by the jog-a-thon money.
Presented we are at an interest rate of 3.0%, contingency is $120,000, in February the board will receive a review on all expenditures to give a clearer view of the ending balance for this school year. State funding is projected at $10,300,000, this is after Ms Sullivan put in the October adjustments. There may be additional adjustments in May. We are currently also going to be receiving an additional based on our October numbers. Robert Webb asked what the actual amount is that the district overspending every month currently.Superintendent Gallagher let the board know that is part of the budget conversation for next year.
The current year is budgeted at $1.8 million we have but this needs to be higher by the end of this
school year. $1.4 million is in a non touchable account.
Revenue vs expenditures:

We are currently $82,000 to the plus, the-exciting news, year to date amounts things are starting to head towards the leveling off phase. This is due to cutting back on unnecessary expenditures.
b. Budget Calendar - LaRae Sullivan will be offering training as to what goes into the budgeting

process.
c. Bond payment Schedule Estimates - increase every year, they include interest, the principal increases every year and the interest goes down. By the end of 24 years we are estimated to have a $4000 balance.

11. Payment of Bills for December 2022
Risteen Follett Motioned to Pay the Bills for December and Deb Lindberg; Seconded, All in Favor except Linda Montanez who was absent during this vote.. 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
Payment of Bills for December 2022
Recess called at 2107
Open Session resumed at 2113

12. Patron Comments:

1. Patron Comments: Risteen Follelt checked with the other board members to see if they have any objections to patron comments that go over three minutes for tonight's meeting. No objections. Joni Olsen, concerns regarding the HR reset proposal action item. She feels that the board does not have full documentation with comparisons for salary schedule with job descriptions and work calendars. She likes to work collaboratively but as of tonight is feeling indignant. Do you know how this process will affect the budget? Are you going to have to start this process over once the certified negotiations are over? She said she understands the need for balance. She however feels that the board has not considered all aspects of the reset and how many staff will be publicly impacted.

13. Board Comments
Board Comments:Debra Lindberg - understands the challenge of the situation. The board members do have information that has not been shared with the public. But for the best of the school it has to be done and her decisions are based on fact.

14. Approval of Minutes:
November 10, 2022
December 8, 2022
Risteen Follett Motioned to Approve the Minutes from the December 8, 2022, Regular Session, January 10, 2023 Work Session Meetings; Robert Webb Seconded, All in Favor. This motion, made by Risteen Follett 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
a. December 8, 2022, Regular Session
b. January 10, 2023 Work Session

15. Discussion
a. Coop Softball/Baseball with Philomath
b. First Reading of Policies : GAA - GDPA-AR
c. Second Reading of Policies: DB -FL

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:

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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.

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		EEACC-AR
Discipline Procedures for District-Approved Student Transportation		EEACC-AR
Use of District Activity Vehicles for Student Transportation	EEACD	
Loading and Unloading	EEACE	
Special Use of School Buses	EEAD	
Student Transportation in Private Vehicle	EEAE	
Proof of Vehicle Liability Insurance	EEAE-AR	
Use of Private Vehicles for District Business	EEBB	
Local Wellness Program	EFA	
Local Wellness	EFA	
Local Wellness Program	EFA-AR	
District Nutrition and Food Services	EFAA	
Reimbursable Meals and Milk Programs	EFAA-AR	
Reproduction of All Copyrighted Materials	EGAAA	
Guidelines for the Use of Copyrighted Materials	EGAAA-AR	
Cell Phones.	EGACA	
Cell Phones.	EGACA-AR	
Electronic Data Management	EH	
Electronic 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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[ ] Brackets occur in sample policies to indicate the need for districts to select or tailor information specific to their particular situations.

FIRST READING of GAA -GDPA-AR

Personnel: Definitions. ..... GAA
Job Descriptions. ..... GAB
General Personnel Policies. ..... GB
Equal Employment Opportunity. ..... GBA
Veterans' Preference ..... GBA-AR
Staff Ethics. ..... GBC
Staff Ethics. ..... GBC-AR
Alcohol/Controlled Substance Use ..... GBCBA
Board-Staff Communications. ..... GBD
Expression of Milk [or Breast-feeding] in the Workplace * ..... GBDA
Staff Health and Safety ..... GBE
Workplace Harassment * ..... GBEA
Workplace Harassment Reporting and Procedure. ..... GBEA-AR
Communicable Diseases – Staff. ..... GBEB
Communicable Diseases – Staff. ..... GBEB-AR
Communicable Diseases. ..... GBEB/JHCC-AR
Staff - HIV, AIDS and HBV. ..... GBEBA
HBV/Bloodborne Pathogens. ..... GBEBAA/JHCCBA /EBBAB
Drug-Free Workplace. ..... GBEC
Medical Examinations/Drug Testing ..... GBED
Drug and Alcohol Testing - Transportation Personnel ..... GBEDA
Drug and Alcohol Testing - Transportation Personnel. GBEDA-AR
Staff Participation in Political Activities. ..... GBG
Staff/Student/Parent Relations** ..... GBH/JECAC
Parental/Family Relationship**. ..... GBHA
Gifts and Solicitations. ..... GBI
Internet-Based, Crowd Funding Solicitation. ..... GBI-AR
Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems. ..... GBK/JFCG/KGC
Prohibited Use, Distribution or Sale of Tobacco Products

and Inhalant Delivery Systems.....GBK/KGC
Personnel Records. ..... GBL
Staff Complaints.....GBM
Staff Complaints Procedure.....GBM-AR
Whistleblower.....GBMA
Sexual Harassment ..... GBN/JBA
Sexual Harassment ..... GBN/JBA
Sexual Harassment Complaint Procedure. ..... GBN/JBA-AR(1)
Federal Law (Title IX) Sexual Harassment Complaint Procedure.....GBN/JBA-AR(2)
Sexual Harassment Complaint Procedure. ..... GBN/JBA-AR
Hazing/Harassment/Intimidation/Bullying/Cyberbullying/Menacing – Staff. ..... GBNA
Hazing/Harassment/Intimidation/Bullying/Menacing/ Cyberbullying Reporting Procedures – Staff.... GBNA-AR
Suspected Sexual Conduct with Students and Reporting Requirements *. GBNAA/JHFF
Suspected Sexual Conduct Report Procedures and Forms* GBNAA/JHFF-AR
Suspected Abuse of a Child Reporting Requirements**.... GBNAB/JHFE
Reporting of Suspected Abuse of a Child. .. GBNAB/JHFE-AR(1)
Abuse of a Child Investigations Conducted on District Premises.. GBNAB/JHFE-AR(2)
Licensed Staff Positions. ..... GC
Personal Electronic Devices and Social Media - Staff**. .....GCAB
Associated Payroll Costs. ..... GCBC/GDBC
Family Medical Leave.....GCBDA/GDBDA
Oregon Family Medical Leave (OFLA. GCBDA/GDBDA-AR(1)
Sample Letter to Employee - OFLA Leave..GCBDA/GDBDA-AR(3)
OFLA Eligibility Notice to Employee... GCBDA/GDBDA-AR(4)
OFLA Medical Certification. ..... GCBDA/GDBDA-AR(5)
Oregon Military Family Leave.....GCBDA/GDBDA-AR(6)
Designation Notice – OFLA.....GCBDA/GDBDA-AR(7)
Fitness-for-Duty Certification. ..... GCBDA/GDBDA-AR(8)
Family Leave *.....GCBDA/GDBDA-AR(1)
Employee Request for Family and Medical Leave.. GCBDA/GDBDA-AR(2)
Certification of Health Care Provider. GCBDA/GDBDA-AR(3)(A)
Certification of Health Care Provider... ... GCBDA/GDBDA-AR(3)(B)
Military Family Leave.....GCBDA/GDBDA-AR(3)(C)
Military Family Leave.....GCBDA/GDBDA-AR(3)(D)

FMLA/OFLA Eligibility Notice to Employee..... GCBDA/GDBDA-AR(4)
Sample Designation Letter to Employee - FMLA/OFLA Leave... GCBDA/GDBDA-AR(5)
Designation Notice ..... GCBDA/GDBDA-AR(6)
Fitness-for-Duty Certification. ..... GCBDA/GDBDA-AR(7)
Early Return to Work. ..... GCBDB/GDBDB
Early Return to Work Procedures... GCBDB/GDBDB-AR
Domestic Violence, Harassment, Sexual Assault, or Stalking Leave..... GCBDC/GDBDC
Request for Domestic Violence, Harassment, Sexual Assault or Stalking Leave GCBDC/GDBDC-AR
Sick Time.. ..... GCBDD/GDBDD
Vacations and Holidays. ..... GCBE/GDBE
Recruitment of Licensed Staff *.. GCC GCDA/GDDA
Criminal Records Checks and Fingerprinting *... GCDA/GDDA
Criminal Records Checks/Fingerprinting. GCDA/GDDA-AR
Criminal Records Checks and Fingerprinting. GCDA/GDDA-AR
Job Sharing... ..... GCEC
Job Sharing Agreement ..... GCEC-AR
Overtime..... GCKA/GDKA
Compensatory Time..... GCKA/GDKA-AR
Staff Development. ..... GCL/GDL
Evaluation of Staff. ..... GCN/GDN
Layoff - Licensed Staff..... ..... GCPA
Layoff/Recall - Licensed Staff. ..... GCPA-AR
Reduction or Recall of Licensed Staff. ..... GCPA-AR
Resignation of Staff..... GCPB/GDPB
Retirement of Staff..... GCPC/GDPC
Discipline and Dismissal of Licensed Staff..... GCPD
Discipline and Dismissal of Licensed Staff. . GCPD-AR
Private Tutoring for Pay. GCQAB
Copyrights and Patents..... GCQBA

Classified Staff/Classified Staff Positions..... GD
Posting of Vacancies - Classified. ..... GDCA
Substitute Classified Employees. ..... GDEA
Classified Staff Assignments and Transfers..... GDI
Notice of Employment. ..... GDIA
Discipline, Demoting or Dismissal of Nonrepresented St..... GDP
Layoff - Classified Staff. ..... GDPA
Layoff - Classified Staff. ..... GDPA-AR

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a. Coop Softball/Baseball with Philomath

Superintendent Gallagher read a memo from Bart Rothberger looking into coop with Philomath SD, there will be no extra cost to Alsea school in terms of bussing students to Philomath as we currently have a bus going there. Parents would however, have to pick their students up after practice. Philomath has a Junior Varsity program for participation as well.

b. First Reading of Policies: GAA - GDPA-AR - DL, DBI and DJD1
c. Second Reading of Policies: DB - FL
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
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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 EEACC-AR
Discipline Procedures for District-Approved Student Transportation EEACC-AR
Use of District Activity Vehicles for Student Transportation EEACD
Loading and Unloading EEACE
Special Use of School Buses EEAD
Student Transportation in Private Vehicle EEAE
Proof of Vehicle Liability Insurance EEAE-AR
Use of Private Vehicles for District Business EEBB
Local Wellness Program EFA
Local Wellness EFA
Local Wellness Program EFA-AR
District Nutrition and Food Services EFAA
Reimbursable Meals and Milk Programs EFAA-AR
Reproduction of All Copyrighted Materials EGAAA
Guidelines for the Use of Copyrighted Materials EGAAA-AR
Cell Phones. EGACA
Cell Phones. EGACA-AR
Electronic Data Management EH
Electronic Data Management EH-AR
Records and Data Management EH-AR
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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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Staff Ethics. ..... GBC
Staff Ethics. ..... GBC-AR
Alcohol/Controlled Substance Use.....GBCBA
Board-Staff Communications. .....GBD
Expression of Milk [or Breast-feeding] in the Workplace *..... GBDA
Staff Health and Safety.....GBE
Workplace Harassment *.....GBEA
Workplace Harassment Reporting and Procedure....GBEA-AR
Communicable Diseases - Staff. .....GBEB
Communicable Diseases - Staff. ..... GBEB-AR
Communicable Diseases. .....GBEB/JHCC-AR
Staff - HIV, AIDS and HBV. ..... GBEBA
HBV/Bloodborne Pathogens. ..... GBEBAA/JHCCBA /EBBAB

Drug-Free Workplace. ..... GBEC
Medical Examinations/Drug Testing..... GBED
Drug and Alcohol Testing - Transportation Personnel..... GBEDA
Drug and Alcohol Testing - Transportation Personnel. GBEDA-AR
Staff Participation in Political Activities. ..... GBG
Staff/Student/Parent Relations**..... GBH/JECAC
Parental/Family Relationship**. ..... GBHA
Gifts and Solicitations. ..... GBI
Internet-Based, Crowd Funding Solicitation. ..... GBI-AR
Prohibited Use, Possession, Distribution or Sale of Tobacco Products and
Inhalant Delivery Systems. ..... GBK/JFCG/KGC
Prohibited Use, Distribution or Sale of Tobacco Products
and Inhalant Delivery Systems..... GBK/KGC
Personnel Records. ..... GBL
Staff Complaints. ..... GBM
Staff Complaints Procedure..... GBM-AR
Whistleblower..... GBMA
Sexual Harassment ..... GBN/JBA
Sexual Harassment ..... GBN/JBA
Sexual Harassment Complaint Procedure. ..... GBN/JBA-AR(1)

Federal Law (Title IX) Sexual Harassment Complaint Procedure
..... GBN/JBA-AR(2)
Sexual Harassment Complaint Procedure. ..... GBN/JBA-AR
Hazing/Harassment/Intimidation/Bullying/Cyberbullying/Menacing - Staff....
..... GBNA
Hazing/Harassment/Intimidation/Bullying/Menacing/ Cyberbullying Reporting Procedures -
Staff.... GBNA-AR
Suspected Sexual Conduct with Students and Reporting Requirements *.
GBNAA/JHFF
Suspected Sexual Conduct Report Procedures and Forms*
GBNAA/JHFF-AR
Suspected Abuse of a Child Reporting Requirements**.... GBNAB/JHFE
Reporting of Suspected Abuse of a Child. .. GBNAB/JHFE-AR(1)
Abuse of a Child Investigations Conducted on District Premises..
GBNAB/JHFE-AR(2)
Licensed Staff Positions. ..... GC
Personal Electronic Devices and Social Media - Staff**. ..... GCAB
Associated Payroll Costs. ..... GCBC/GDBC
Family Medical Leave..... GCBDA/GDBDA
Oregon Family Medical Leave (OFLA. GCBDA/GDBDA-AR(1)
Sample Letter to Employee - OFLA Leave..GCBDA/GDBDA-
AR(3)
OFLA Eligibility Notice to Employee. .. GCBDA/GDBDA-AR(4)
OFLA Medical Certification. ..... GCBDA/GDBDA-AR(5)
Oregon Military Family Leave..... GCBDA/GDBDA-AR(6)

Designation Notice - OFLA. ..... GCBDA/GDBDA-AR(7)
Fitness-for-Duty Certification. ..... GCBDA/GDBDA-AR(8)
Family Leave *.....GCBDA/GDBDA-AR(1)
Employee Request for Family and Medical Leave..
GCBDA/GDBDA-AR(2)
Certification of Health Care Provider. GCBDA/GDBDA-
AR(3)(A)
Certification of Health Care Provider. .....GCBDA/GDBDA-
AR(3)(B)
Military Family Leave.....GCBDA/GDBDA-AR(3)(C)
Military Family Leave.....GCBDA/GDBDA-AR(3)(D)
FMLA/OFLA Eligibility Notice to Employee.....
GCBDA/GDBDA-AR(4)
Sample Designation Letter to Employee - FMLA/OFLA Leave...
GCBDA/GDBDA-AR(5)
Designation Notice.....GCBDA/GDBDA-AR(6)
Fitness-for-Duty Certification. ..... GCBDA/GDBDA-AR(7)
Early Return to Work. ..... GCBDB/GDBDB
Early Return to Work Procedures. ..GCBDB/GDBDB-AR
Domestic Violence, Harassment, Sexual Assault, or Stalking Leave.....
GCBDC/GDBDC
Request for Domestic Violence, Harassment, Sexual Assault or Stalking Leave
GCBDC/GDBDC-AR
Sick Time. .....GCBDD/GDBDD
Vacations and Holidays.....GCBE/GDBE

Recruitment of Licensed Staff *.. GCC GCDA/GDDA
Criminal Records Checks and Fingerprinting *... GCDA/GDDA
Criminal Records Checks/Fingerprinting. GCDA/GDDA-AR
Criminal Records Checks and Fingerprinting. GCDA/GDDA-AR
Job Sharing..... GCEC
Job Sharing Agreement ..... GCEC-AR
Overtime.....GCKA/GDKA
Compensatory Time..... GCKA/GDKA-AR
Staff Development.....GCL/GDL
Evaluation of Staff. .....GCN/GDN
Layoff - Licensed Staff. .....GCPA
Layoff/Recall - Licensed Staff. ..... GCPA-AR
Reduction or Recall of Licensed Staff. .....GCPA-AR
Resignation of Staff.....GCPB/GDPB
Retirement of Staff. ..... GCPC/GDPC
Discipline and Dismissal of Licensed Staff.....GCPD
Discipline and Dismissal of Licensed Staff. . GCPD-AR
Private Tutoring for Pay. GCQAB
Copyrights and Patents.....GCQBA
Classified Staff/Classified Staff Positions.....GD

Posting of Vacancies - Classified. .....GDCA
Substitute Classified Employees. ..... GDEA
Classified Staff Assignments and Transfers.....GDI
Notice of Employment. ..... GDIA
Discipline, Demoting or Dismissal of Nonrepresented St..... GDP
Layoff - Classified Staff. ..... GDPA
Layoff - Classified Staff. ..... GDPA-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.

16. Action Items:
    a. Coop Softball/Baseball with Philomath Approve Policies DB-FL
    b .Approve Policies DB-FL
    c. HR Reset Version Four for Approval
    d. Gallagher Memo Superintendent Search
    e. Approval Special Bond Meeting
    f. Seesaw Approval Process
    g. Submission of AED Grant
    h. Hire Long Term Sub for 3rd Grade

Deb Lindberg Motioned to Coop with Philomath for both Softball and Baseball; Linda Montanez; Seconded, All in Favor. This motion, made by Deb Lindberg and seconded by Linda Montanez, Carried.
Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea
Yea: 5, Nay: 0Debra Lindberg approves with amendments of step freezes being implemented until 2024, an amendment of step increase be placed at a 2% increase for all positions, Linda

Montanez Seconded. All in favor. This motion, made by Deb Lindberg and seconded by Linda Montanez, Carried.
Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea
Yea: 5, Nay: 0HR Reset - version 4, Debra Lindberg made a motion to approve, Linda Montanez seconds,. This motion, made by Deb Lindberg and seconded by Linda Montanez, Failed.
Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea
Yea: 5, Nay: 0Risteen Follett: Yea, Deb Lindberg: Yea, Linda Montanez: Yea, Ryan VanLeuven: Yea, Robert Webb: Yea
a. Coop Softball/Baseball with Philomath
b. First Reading of Policies: GAA - GDPA-AR - DL, DBI and DJD1, no action required.
c. Approve Policies DB-FL, moved to the next school board meeting, no action required.
d. HR Reset - version 4, Debra Lindberg made a motion to approve, Linda Montanez seconds, Risteen Follett shared: she talked with Vince Adams, the process to work through this the board can make amendments in the future. Open to discussion - Debra Lindberg wants to make sure that
when HR reset rolls out that not any one person can not afford to live. She agrees that there needs
to be a baseline to work from. If the payscale is going to decrease significantly, we cap that amount. Amend that there will be no more than a 6% decrease in pay for any employee. Superintendent Gallagher cautioned the board that this can still create an imbalance in current salary pay. Linda Montanez wants to ensure that when an employee is decreased by 6% that their cost of living is frozen until the salary schedule is readjusted. Ryan VanLeuven suggested approving the salary schedule and getting all employees placed correctly. But, put a freeze on the step increase for the 2023-24 year. If this amendment is put into place Risteen Follett would like to suggest that a 'due' date be given to the board to re-evaluate the pay increase percentage. This can be revisited once the certified bargaining is completed as well as the budget is ready for the 2023-24 school year. LaRae Sullivan commented that the budget proposal is due mid April, this will reflect future enrollment projection more accurately.Risteen Follett would like to request that
if an open position can not be filled internally that the board be consulted before the job is posted externally. Robert Webb requests that any hiring of a position whether it is a move from internally or externally it be brought before the board prior to filling or posting. Debra Lindberg requests that decreases and increases in pay all happen in February and no employee gets retroactivity back to July. Debra Lindberg withdraws the amendment that caps losses at 6%. Debra Lindberg recommends adopting the salary schedule of the increase of 2% step scale. Debra
Lindberg approves with amendments of step freezes being implemented until 2024, an amendment of step increase be placed at a 2% increase for all positions, Linda Montanez seconds.
All in favor, yea.
e. Superintendent hiring memo - amendment to the original calendar that Debra Lindberg was given
permission to keep the application window open longer than the original date. The calendar would be amended to have the Superintendent application window closing on January 16th. The

screening committee would then begin the confidential training on the 17th. They will debrief and
select the candidates to interview. Interviews will take place February 7th - 11th with finalist forums being February 20th-21st. Ryan VanLueven motioned to approve with amendments, Debra Lindberg seconds. All in favor, yea.
f. Special board meeting on January 25th at 7:00 PM after the bond meeting at 6:00 PM. Deb Lindberg motioned to approve, Robert Webb seconds, all in favor, yea.
g. Seesaw Approval Process - nothing to approve Heather Shunk needs to present it for parent approval
h. Submission of AED Grant, Linda Montanez approves the booster club applying for a grant from
the OSU folk club to purchase two AEDs for the school, Robert Webb seconds, all in favor, yea.
i. Hiring a long term sub for 3rd grade. Robert Webb approves, Debra Lindberg seconds, Linda Montanez stepped back as there is a conflict of interest. All in favor, yea.
A brief break is called at 2300 before moving back into Executive Session

Added a second Executive Session per change in agenda at the beginning of the meeting.

Executive Session resumes at 2306
To consult with counsel concerning the legal rights and duties of a public body with regard to current
litigation likely to be filed. (ORS 192.660(2)(h)

Executive Session is adjourned at 2326

17. Adjourn
Adjourn the School Boarding meeting 2329

18. Key Dates and Calendar Updates
    January 13, 2023 In Service/Grading Day
    January 16, 2023 Martin Luther King Day
    January 17, 2023 Fireside Chat
    January 17, 2023 Special Board Meeting
    January 17 – 27, 2023 J Term
    January 20, 2023 School in Session
    January 27, 2023 School in Session

January 13, 2023, In Service / Grading Day
January 16, 2023, Martin Luther King Day
January 17, 2023, Fireside Chat
January 17, 2023, Special Board Meeting
January 17-27, 2023, J Term
January 20, 2023, School in Session
January 27, 2023, School in Session

Risteen Follett, Board Chair

Sean Gallagher, Interim Superintendent

Alsea School Board Meeting
Monday, March 6, 2023
Work Session 7:00 PM

Alsea School District 7J
301 South 3rd St
Alsea, OR 97324
541.487.4305
alsea.k12.or.us

MINUTES

1. Work session
2. Call to Order 1900
3. Flag Salute
4. Approval of Agenda - Accepted without any changes.
5. Discussion
   HR Reset -Superintendent Gallagher
   Included in Boardbooks is the Article 22 of how layoffs for certified staff are to occur within the union. The only documents that are available for the classified staff are board policies GDPA - Layoff of Classified Staff, GDPA-AR also entitled Layoff of Classified Staff.

   The HR Reset v4 has also been presented to you. The first proposal for the RIF process was presented to you on January 25, 2023. The board approved the RIF process to move forward and create a plan for the process.

   The highlights for this process are: Significant reduction in the estimated ADMW for the 23-24SY which results in approximately half of what we received this year. Next year's budget will be based on this year's enrollment numbers. Because this year's enrollment was down the district may have to pay the ODE back funds. The May adjustment is based on the better of two years and the adjustment may not be that bad. Once the district receives the May adjustment from ODE we may not have to pay funds back. The district has already cut unnecessary programs last spring that were not being properly served. The enrollment in LaHO is less that what was budgeted for which is consistent with other online programs across the state. The district needs to obtain a non-virtual status. If Alsea has virtual status that means that other districts can deny the transfer of students into our district. This means that for the 22-24SY LaHO enrollment is being set at around 217 enrollment if the brick and mortar numbers come in higher then LaHO enrollment can be adjusted. Keep in mind that enrollment for both building and online has been frozen for the remainder of this current school year to be able to continue the status negotiation with ODE.

   The Superintendent as well as the Business Manager have been looking at all contracts since the beginning of this year to evaluate what is needed and what can be done for a lower cost. Significant savings are already being made. The district has also re-established many relationships with other agencies to provide services to our school that are paid for at their own state funded expenses, resulting in the district not having to pay for those services. The district has put in place spending checks in balances in place for any purchases or requisitions. This has helped with unnecessary costs.

   HR reset was started last spring and has been a long and arduous process. The HR reset was approved by the board at a 2% step pay increase. With lack of evaluations and resumes for the current staff it is difficult to determine at what step employees are to be placed at.

Thus the process is going to look different with difficulty in knowing exactly where to place the employee pay scale. The district will need to meet with classified employees to help with that placement. Work calendars will have to be established to determine work day expectations as well as work hours. Hourly employees will be given the opportunity to choose an annual pay option or receive 12 monthly paychecks averaged out.

Due to the delay that keeps happening with the HR reset and RIF process, Superintendent Gallagher is asking that the new salary rates not take effect until mid March as opposed to the previous request of January and again in February.

The board stated that they thought the process would be to reset everyone's salaries, then take a look at the budget and reevaluate again. Then look at the RIF process. Sean Gallagher asked LaRae Sullivan to calculate what the budget will look like after the staff are placed into the new salary with a comparison to what salaries currently are. The board would like to see these numbers prior to making any further changes. They feel that this will give a clearer idea of where we are at.

Spending freeze, RIF process and a hiring freeze from October 2022. Reduction of force recommendation: Classified staff cuts according to board policy GDPA and GDPA-AR and the certified will be based on the Article 22. Classified reductions will be determined by the date of hire as well as qualifications. For certified staff, there needs to be a 15 calendar day notice, seniority based upon teacher licensure, competence, merit, evaluations by administrators, the problem is these either do not exist or are very outdated.

Keep in mind 80% of a school district's budget is associated with staffing compensation including benefits. With what the district has done so far this year in canceling contracts, renegotiating contracts, spending and hiring freezes as well as absorbing open positions through natural attrition the district has currently saved approximately two million dollars to date. This is significant. The established target for the school district to balance the 22-23SY budget was approximately five million dollars. We still have a three million dollar target to meet.

Two stages of the RIF will be Tier I happening by Spring Break. Tier II will happen by June 30, 2023. Keep in mind that when a position is RIFed that workload will have to be absorbed by remaining staff. With the remaining staff there will be pay reductions as well as a freeze in step raises for the 2023-24 school year. There may need to be classes that have to be combined to accommodate for less staff. This is not a recommendation for the elementary classes but will most likely be at the MS/HS level with like classes. Example: Algebra I and II classes combined. There may be increased supervision duties. There may be loss of programming. We have to be very careful and cautious. If we let a teacher or staff member that is paid with grant funds we can move a general staff funded employee into that position to help alleviate the building budget.

Maintenance of effort - SPED funds, allocations increased incrementally over the years but then shot up to 1.5m. MOE funds are not easy to reduce. The Federal Government dictates that we have to increase spending on students every year. The current increase is outlandish and will be hard to meet. Federal law prohibits us from reducing these numbers even though our IEP except for under the following conditions:

1. Loss of staff through resignation or retirement
2. Loss of student population on IEPs
3. Termination of expenses.

Due to the loss of student population we will be able to decrease from $1.4 to $1.2 million for 23-24 that will have to be spent for staffing. The district and Special Ed. department is hoping to be able to decrease funding every year thereafter. What this will look like is the SPED staffing will look heavy in the 23-24 school year even though we do not have the SPED student population to justify it.

Cheryl Doe spoke of some of the ideas that have been looked at. Childfind obligation will help to look at new students needing SPED services as well as MTSS needs. Capital expenditures that would be directed toward the SPED department but benefit the school as a whole. Soren Rounds clarified that aides that would go into classrooms would need to be 'attached' to a student who has an IEP.

Spring break Tier I will result in $236,000 savings for the current school year. Focus areas are general education IA positions. Secretarial pool, certified TOSA, custodial, reallocating a confidential position to a non confidential, miscellaneous personal service contracts.A transfer of classified and certified to the SIA Grant, Administrative contributions to day. All of this will result in a savings for next year at $1.1 million

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Summer break Tier II still being developed, work needs to be done with the union. Focus areas is more than 10 FTE for all certified staff which includes teachers as well as administrators. This will result in a savings of $1.3 million.

All of this will still get us to a $600 shortage so we need to look deeper for areas to make cuts. What is presented today may not be the same tomorrow. Some of this is also contingent on what the government does for school allocations. They are estimating 9.9 billion with most schools needing 10.3 billion to be at status quo. The district is also still evaluating Grant renewals. A balanced budget must be submitted by June 30th.

Deb Lindberg spoke to preserve programs. We are cutting staff who are working with our students. Why not cut administrative positions that we currently have 5 of? Have the Superintendent be the principal, Athletic Director also act as the vice principal. Preserve the secretarial and IA positions. Superintendent Gallagher asked LaRae what would cutting an administrative position as opposed to cutting a teacher.. $96-100k for a teacher. Admin. would be about S120-$150K. Deb would prefer to see the cuts happen at the heavy administrative positions and preserve the support staff.

Questions from the board members: Riseen Follet asked why are we cutting building staff when the online program is the one who does not have the numbers? Has any of this been discussed with staff, particularly the teachers and how this will impact their classroom. There will be a reduction of online administrative staff and have them be onsite. For example the LaHO administrator could also be the elementary principal here in the building. Has any of the staff been asked for input? Could that discussion change any part of this plan? Soren Rounds asked, how will this Tier I loss of staff affect the remaining staff. It is hard to visualize what that will look like.

Contract days? There will be a reduction in contract days, this is a conversation that has already been brought up to the certified staff. Example: secretarial moved from a 260 day contract to a 240 contract. Re-evaluate the pre-school. Suggestions are charging the preschool for mortgage payment, utilities, internet reimbursement. The house will be paid off by September but no rent is being charged.

Is the economy being taken into consideration for the online program and parents having to return to work, how will that affect enrollment for next year? Tim France responded that it has been taken into consideration and that there are other online programs that will be and are closing.
Risteen would like to hear from the staff as to how this will impact them directly. Opening the door for feedback and not complaints. From teachers and staff. How do these cuts fit into the School Improvement Plan / Student Success? With less staff will we still be able to meet these goals?

The board is asking that instead of starting the RIF process at spring break do the following:

1. Hear from the staff to hear feedback, not complaints, without fear of retaliation. Superintendent Gallagher asked that the administration have that conversation with staff but offered to have board members in on those conversations.
2. Put staff on the new pay scale before anyone is let go in the RIF process.
3. Sean will meet with staff after school on March 7 to give them a heads up on what the next steps will be.
4. Make sure that any and all that is done with this process keeps us in alignment with the school improvement plan and the Alignment for Student Success.

Adjourn 2110

Important Dates
March 9, 2023 - Regular School Board meeting
March 21, 2023 - Fireside Chat
March 20 - 25, 2023 - Spring Break

Risteen Follett, Board Chair

Sean Gallagher, Interim Superintendent

Alsea School Board Meeting
Alsea School Library
St
Wednesday February 8, 2023
Special Session 5:00 PM

Alsea School District 7J
301 South 3rd

Alsea, OR 97324
541.487.4305

MINUTES

1. Call to Order - 1903
2. Flag Salute
3. Approval of Agenda - Approved as published
4. Superintendent's Report - Sean Gallagher
    a. Bond GMP update - Chris and Nancy Giggy

    Recap of report given to the BOC earlier this evening. 4 packages were approved by the committee tonight. 2 of the packages need to get more information. Bond project summary: budget update given by Chris Giggy. Updated budgeted expenses as well as updated estimates. These will be updated on a monthly basis. Currently with the contractor updates we are about 400k over budget. CB construction provided updated bids for the four work packages. Electrical upgrades, Electrical room, HVAC upgrades, VOC building. Because this was all sent out today by CB construction the board is being asked tonight to approve the scope of work at the current costs presented with the knowledge that these figures could come in. These plans all need to be looked at again to make sure they capture all of the changes that need to be made to lower costs.

    Aligning for Student Success - Tim France, Bart Rothenberger, Aaron Miller presented. This is a massive project, the state provided extra funds for small schools to help with the costs. Tonight is just information for the board. There is a March 31st due date that will have to be met in order to obtain funding. Aaron Miller from Linn Benton Lincoln ESD presented 6 programs that are aligned.. The 6 programs include HS success, student investment account, continuous improvement plan, CTE programs, Every day matters (attendance), Early indicator and intervention systems. Community engagement, how students are accessing programs. How they are doing in the programs. What needs improvement? Looking at outcome data etc. This is developing a four year plan but with the budget it really is a two year plan. SIA dollars are already supporting programs that we have in place so it does not mean more funding available. Application requirements, applications are due by March 31st, All of the requirements will be presented to the board in the March meeting. Board adopted an equity lens to ensure that all students are being considered. Application must be posted on the district website. The goal is to have it posted prior to the March meeting so that the public has an opportunity to view it prior to the board approval. Tim France is getting input from students and staff. The parent survey was sent out last week. Specifics will be discussed during the meeting this coming Monday as well as with the staff and community.
    Superintendent Gallagher reassured the madam chair and the board that they are working on getting information out to the community. Reviewing all student data. 3rd grade readers, 9th grade on track, all 4 years on track, graduation rates etc. ELA scores are uptrending. HS empathy interviews were all positive regarding school, student and staff climate. 9th grade on track has declined over the past few years. Need to formalize grad requirements. 80.3% of students feel like they have someone here at the school that they can reach out to for support.

Intended outcomes: help students graduate, counseling services, CTE, professional development. On track graduation programs. Tiered budgeting. Allows for a back up plan so that the district can continue to move forward. It is the District's job to look at data in the five areas and create a growth plan. State testing is crucial for gathering data on how our students are doing and growth in student success rates. Risteen Follett asked about the additional data. If we don't continue to measure throughout the year then it could get lost. Is there a correlation between the empathy survey and how well students are doing in school? Aaron Miller went over the application questions and what ODE is looking for.

5. District Recognition: LaHO
   a) Employee - Shirley Koetz, presented by Superintendent Gallagher. Although she was not directly a part of Learn at Home we wanted to honor her for all that she has done for both the building and online programs. She has been a tremendous support for many years.
   b) Students - last month the focus was on Valor - Bravery, strength of mind, courage!

      KG - Rowan Russell and Ryer Albers
      1st - Oska Aldridge and Madrid DeAnza
      2nd - Jenason Williams and Bentley Mauer
      3rd - Elliot Crow
      4th - The Entire 4th Grade Class
      5th - Macsen Young
      6th - Tasha Van Noecker
      7th - The Entire 7th Grade Class
      8th - The Entire 8th Grade Class
      Foundations - The Entire Class

6. Financials - LaRae Sullivan
   a. Monthly Accounts:
      Actuals - referenced handouts, decrease in enrollment numbers in both the building and online program. This is the last year of the higher ADMW. The more experienced teachers the more money we receive. Last year was budgeted at 12m with the end being actually 11.9m. This year we are currently looking at 10m for an additional savings by doing the work that has been done with looking at contracts and unnecessary expenses. The transportation grant ratio dropped down to 80% for the last two years because of the student enrollment being less currently. Because of the loss of ADM we will be asking WLA to pay back to Alsea SD 10% for this current year as well as the previous years. We will be asking the same from Kings Valley. Superintendent Gallagher is working on a graph to better explain the expenses and student/SPED correlation. Ryan VanLueven had a question about the bus situation. Kings valley has not been billed yet. Purchase services and supplies have gone down considerably.
      Revenues - showing the actuals per month as per the boards request last month
      Expenditures - reflected in the same way. Showing the expenditures from last year and how much the district has saved this year.
   c) Supplemental Budget - announced in the newspaper. The purpose is we did not notify the public when we added a function. This will rectify that. Adding the function of 5000 because we obtained new buses. Clean up on the ASB funds. There are 3 items that are still in the red, forestry, annual yearbook, leadership / student council.
   d) Audit presentation - as presented to the board in their packets.
   e) Budget Calendar - carried over from last month. Needs to be approved by the board tonight.

7. Payment of bills for January 2023 - we paid out less in January that we even paid in December with the two weeks less of operating expenses. Debra Lindberg motioned to approve. Ryan VanLueven seconded. All in favor.

8. Discussion
    a. First Reading of Policies: GAA - GDPA-AR -
    b. Second Reading of Policies: DB FL -
    c. Suicide Prevention Plan - Haylie Rose Policy JHH was included only as a reference. Required by board policy as well as a Division 22 and state requirement. Simply a list of… training for staff. Highlights: Adopted from the Forest Grove plan which has been named as a model plan. Safe Schools training, already provided. CPR training, LBLESD has a trainer available to train our teachers. Designated staff will receive assist training. A more intensive training. To provide a curriculum for K-12. Although health is currently only being taught to 7th - 12th grades. What would that curriculum look like for the K-6th grades? Topic for discussion. In case of a suicide what is the schools response. Suicide risk assessment. Student coping plan. This is a draft plan that is being presented to the board tonight. Not the plan that will be put out to the community at this time. SG is asking the board to approve the plan as presented tonight to satisfy the obligation of board policy, Div 22 and state requirement.
    d. Communication Plan - Sara Cash - presenting what she has done and created thus far with some statistics. Communication with the community, school newsletter that was first published in December. It has been viewed all across the United States, Hawaii and the UK. Facebook has 78 followers. # shares etc. Increased coverage in the Alsea Valley Voice, statewide coverage by the OSBA, Future development: survey, hard copies at the cafe and John Boys as well as the community bulletin board. Ruralite and Eugene weekly. Community outreach. Alum interviews etc.
    e. Grant Application and MOU - Sara Littlefield - tabled as Sara Littlefield is home ill.
    f. GMP discussion - anything to add or discuss from the earlier conversation
9. Patron Comments - Sara Cash - Joni Olsen
    - Joni Olsen - financials, still trying to get an understanding of what has changed and why we upped the school funding. What was presented tonight did not match what was presented last month. Board questions - 1. Who are the community partners? There have been no communication surveys sent out to the community. The only survey that has happened has been around ‘your student’. 2. What is happening with the ‘portion of state funding’ that we may have to pay back? 3. Do you agree that the financials are accurate? Why did the ADMW go up or change? What does that mean? Who is involved in the financial data? Just the Superintendent and the Business Manager? Set up a meeting with Superintendent Gallagher, LaRae Sullivan and Joni Olsen to go over her concerns and answer her questions more in depth. 4. Why are public comments not allowed when there is a presentation when the board gets to comment?
    - Sara Cash - refer to letter she emailed earlier. Regarding the budget crisis and our representation in Salem. Her plans detailing what she would like to do to increase support and funding for Alsea School and other 1A schools across the state. She would like to work with the current legislature to bring awareness to what smaller school districts are unfairly faced with regarding funding etc. She intends to create advocacy materials, leverage current connections with community members.

10. Board Comments - Risteen Follett gave a general reminder of confidentiality. Executive sessions and Superintendent searches are not to leave the board room. Let experiences shape the votes
11. Action Items:
    a. Approval of Policies GAA - GDPA-AR - this was added for approval - Ryan VanLueven motioned to add policies GAA - GDPA-AR to the approval of Policies, Deb Lindberg seconded. All in favor.
    b. Approval of Policies DB - FL Deb Lindberg made the motion to approve Policies DB - FL, Linda Montanez seconded. All in favor
    c. Approval of Suicide Prevention Plan - Deb Lindberg motioned to approve the Suicide Prevention Plan, Ryan VanLueven seconded for discussion. Deb Lindberg recognized that Haylie Rose is in the beginning stages of creating/updating the plan and that the board is approving the plan with the understanding that work will continue until it is finished. Ryan VanLueven seconded with the additional comment to get the K-6 curriculum researched and placed before the board for approval. Risteen Follett feels that approving this at this time runs the risk of it being 'rubber stamped' and then forgotten with no further work done. Deb Lindberg amends that this will be checked on every month with the curriculum being placed before the board. Deb Lindberg motioned to approve with additional comments. Ryan VanLueven seconded. Soren Rounds and Linda Montanez yea, Risteen Follett is a nay.
    d. Approve Budget Calendar Deb Lindberg motioned to approve, Ryan VanLueven seconded. All in favor.
    e. Approve Budget Committee Members - Deb Lindberg motioned to approve the budget committee members as presented. Risteen Follett would like to add Naomi Chadwick if an opening becomes available. Risteen Follett seconded. All in favor.
    f. Approve Grant application and MOU for Family Liaison Program - moved to March 9 meeting as Sara Littlefield was ill.
    g. Approve Communications plan - Ryan VanLueven moved to approve. Linda Montanez seconded. All in favor.
    h. Approve GMPs - Risteen Follett motioned to approve the GMPs as presented. Deb Lindberg seconded. All in favor
    i. Approval of Resolution 23-06 - Deb Lindberg motioned to approve. Risteen Follett seconded. All in favor.

12. Adjourn Regular Board meeting 2228

13. Moved to Executive Session at 2235

14. Adjourn Exec Session 2323

15. Return to Regular Session 2324

16. Adjourn 2324

15. **Action Items:**

a. **Approve Policies IA - ING-AR, JB - JOD, KAB - LGA-AR(2)**
b. **Instructional Calendar 2023-24**
c. **Certified Staff contract renewals**
d. **Aligning for Student Success**
e. **2023 Football Season**
f. **Approve HVAC GMP**
g. **Budget Committee Appoint**
h. **Resolution 23-07 - Accepting additional SIA Grant funds for FY22-23**
i. **Resignation letter from Heather Schunk**

EXHIBIT - A
GMP BUDGET SUMMARY

Alsea Bond Program - Bid Package 4 - HVAC Upgrade

01-Mar-2023 rev 2

Division Name		HVAC Upgrade	Subcontractor
General Conditions			
General Conditions		$ 20,000.00	CB Const, Inc
Existing Conditions			
Survey			
Demolition			
Concrete			
Concrete			
Gypcrete			
Masonry			
Masonry			
Metals			
Structural Steel			
Cold Formed Steel			
Miscellaneous Steel			
Wood, Plastics, and Composites			
Rough Carpentry			
Rough Carpentry			
Trusses			
Casework			
Casework			
Thermal and Moisture Protection			
Siding			
Siding			
Roofing, Flashing, Gutters		$ 21,500.00	Allowance
Insulation			
Insulation			
Openings			
HM Frames, Doors, Hardware			
HM Frames, Doors, Hardware			
Wood Frames, Doors, Hardware			
Aluminum Entrances, Glazing			
Windows			
Windows			
Sectional Doors			
Finishes			
Fin Carp/Misc Carp			
Gypsum Board, Acoustical Tile		$ 17,000.00	Allowance
Tile (NOT INCLUDED)			
Flooring			
Flooring			
Painting			
Painting			
Signage, Specialties			
Signage			
Specialties			
Equipment			
Equipment - Residential			
Equipment - Commercial			
Furnishings			
Window Coverings			
Casework			
Countertops			
Elevator			
Elevator			

EXHIBIT - A
GMP BUDGET SUMMARY

Alsea Bond Program - Bid Package 4 - HVAC Upgrade

01-Mar-2023 rev 2

Fire Suppression			
Fire Sprinkler System			
Plumbing			
Plumbing		$ 13,000.00	Allowance
Plumbing			
HVAC			
HVAC		$ 283,967.00	CJ Hansen
Electrical, Fire Alarm			
Electrical		$ 182,274.25	Santiam
Communications			
Communications			
Electronic Safety and Security			
Fire Alarm & Detection System (ABOVE)			
Earthwork and Excavation			
Earthwork and Excavation			
Exterior Improvements			
Asphalt			
Site Concrete			
Fencing, Gates			
Specialty Landscape Features			
Landscape			
Utilities			
Utilities		$ -	
	SUBTOTAL	$ 537,741.25	

	Rate		
Insurance, General Liability	**1.35%**	$ 8,049.34	
Payment/Performance Bond	1.22%	$ 7,283.56	
Washington B&O Tax	0.00%	$ -	
BOLI/Prevailing Wage Fee	0.00%	$ -	
State Tax	0.57%	$ 3,424.97	
Contingency	5.00%	$ 28,776.03	
Fee	3.25%	$ 19,021.44	
Scope Revisions			
CE 8 - Extended GC's		$ 2,556.24	CB Const - Cost is already marked up
	SUBTOTAL	$ 606,852.82	

Allowances - Summary	**$**	**51,500.00**

EXCLUSIONS

Building Permits	Building, Mechanical, Electrical, Plumbing Permits
Hazardous Materials	
Third Party Review	
Escalation Contingencies	

Changes - ASI's and added at meeting (2.1.23 Email)

2.1.23 OAC - HVAC VE revisions

DRAFT AIA® Document A133™ – 2019 Exhibit A

Guaranteed Maximum Price Amendment

This Amendment dated the «1st » day of « March » in the year «2023 », is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the « 1st » day of « August » in the year « 2022 » (the "Agreement").
(In words, indicate day, month, and year.)

for the following **PROJECT:**
(Name and address or location)

«Alsea S.D. 7J Building Renovations & Additions
HVAC Upgrade»
«Alsea, OR »

THE OWNER:
(Name, legal status, and address)

«Alsea School District 7J»«»
«301 S Third Street
Alsea, OR 97324»

THE CONSTRUCTION MANAGER:
(Name, legal status, and address)

«CB Const, Inc»«»
«1202 Adams Avenue
La Grande, OR 97850»

TABLE OF ARTICLES

A.1 GUARANTEED MAXIMUM PRICE

A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

ARTICLE A.1 GUARANTEED MAXIMUM PRICE

§ A.1.1 Guaranteed Maximum Price

Pursuant to Section 3.2.6 of the Agreement, the Owner and Construction Manager hereby amend the Agreement to establish a Guaranteed Maximum Price. As agreed by the Owner and Construction Manager, the Guaranteed Maximum Price is an amount that the Contract Sum shall not exceed. The Contract Sum consists of the Construction Manager's Fee plus the Cost of the Work, as that term is defined in Article 6 of the Agreement.

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

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§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed « » ($ «~~669,812.49~~606,852.82 »), subject to additions and deductions by Change Order as provided in the Contract Documents.

§ A.1.1.2 Itemized Statement of the Guaranteed Maximum Price. Provided below is an itemized statement of the Guaranteed Maximum Price organized by trade categories, including allowances; the Construction Manager's contingency; alternates; the Construction Manager's Fee; and other items that comprise the Guaranteed Maximum Price as defined in Section 3.2.1 of the Agreement.
(Provide itemized statement below or reference an attachment.)

«Per attached ~~schedule of values~~Exhibit A – Budget Summary and Exhibit C – General Conditions Distribution »

§ A.1.1.3 The Construction Manager's Fee is set forth in Section 6.1.2 of the Agreement.

§ A.1.1.4 The method of adjustment of the Construction Manager's Fee for changes in the Work is set forth in Section 6.1.3 of the Agreement.

§ A.1.1.5 Alternates
§ A.1.1.5.1 Alternates, if any, included in the Guaranteed Maximum Price:

None at this time.

~~Item~~	~~Price~~

§ A.1.1.5.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Exhibit A. Upon acceptance, the Owner shall issue a Modification to the Agreement.
(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)

Item	Price	Conditions for Acceptance

§ A.1.1.6 Unit prices, if any:
(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price per Unit ($0.00)

ARTICLE A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
§ A.2.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[« »] The date of execution of this Amendment.

[« X »] Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

«Date of commencement to occur 2 weeks from issuance of Notice to Proceed.- »

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of execution of this Amendment.

§ A.2.2 Unless otherwise provided, the Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Substantial Completion of the Work. The Contract Time shall be measured from the date of commencement of the Work.

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§ A.2.3 Substantial Completion

§ A.2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Construction Manager shall achieve Substantial Completion of the entire Work:
(Check one of the following boxes and complete the necessary information.)

[«X »] Not later than « 6.26.24 » («To be determined based on Electrical material lead times ») calendar days from the date of commencement of the Work.

[« »] By the following date: « »

~~**§ A.2.3.2** Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Construction Manager shall achieve Substantial Completion of such portions by the following dates:~~

~~Portion of Work~~	~~Substantial Completion Date~~

§ A.2.3.3 If the Construction Manager fails to achieve Substantial Completion as provided in this Section A.2.3, liquidated damages, if any, shall be assessed as set forth in Section 6.1.6 of the Agreement.

ARTICLE A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

§ A.3.1 The Guaranteed Maximum Price and Contract Time set forth in this Amendment are based on the Contract Documents and the following:

§ A.3.1.1 The following Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

§ A.3.1.2 The following Specifications:
(Either list the Specifications here, or refer to an exhibit attached to this Amendment.)

«~~Architects most recent specifications~~As found on Drawing sheets »

Section	Title	Date	Pages

§ A.3.1.3 The following Drawings:
(Either list the Drawings here, or refer to an exhibit attached to this Amendment.)

«~~Architects most recent plans.~~BP 4 HVAC – Electrical rev 0 set dated 9.15.22
BP4 HVAC – rev 0 set dated 9.15.22 »
ASI tbd – VE options from OAC Meetings 2.1.23 and 2.8.23 – Equipment (Split Systems, RTU-1).

Number	Title	Date

~~**§ A.3.1.4** The Sustainability Plan, if any:~~
~~*(If the Owner identified a Sustainable Objective in the Owner's Criteria, identify the document or documents that comprise the Sustainability Plan by title, date and number of pages, and include other identifying information. The Sustainability Plan identifies and describes the Sustainable Objective; the targeted Sustainable Measures; implementation strategies selected to achieve the Sustainable Measures; the Owner's and Construction Manager's roles and responsibilities associated with achieving the Sustainable Measures; the specific details about design reviews, testing or metrics to verify achievement of each Sustainable Measure; and the Sustainability Documentation required for the Project, as those terms are defined in Exhibit C to the Agreement.)~~

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Title	Date	Pages

Other identifying information:

§ A.3.1.5 Allowances, if any, included in the Guaranteed Maximum Price:
(Identify each allowance.)

Item	Price

§ A.3.1.6 Assumptions and clarifications, if any, upon which the Guaranteed Maximum Price is based:
(Identify each assumption and clarification.)

« As listed at the bottom of Exhibit A »

§ A.3.1.7 The Guaranteed Maximum Price is based upon the following other documents and information:
(List any other documents or information here, or refer to an exhibit attached to this Amendment.)

« »

ARTICLE A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

§ A.4.1 The Construction Manager shall retain the consultants, contractors, design professionals, and suppliers, identified below:
(List name, discipline, address, and other information.)

« »

This Amendment to the Agreement entered into as of the day and year first written above.

OWNER *(Signature)*	**CONSTRUCTION MANAGER** *(Signature)*
«Sean Gallagher»«, Superintendent»	«Derek Howard, PE»«, Owner»
(Printed name and title)	*(Printed name and title)*

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User Notes: (1952866668)

Alsea School District 7J

RESOLUTION 23-07

RESOLUTION TO ACCEPT ADDITIONAL FUNDS FROM A GRANT, AND CREATE THE BUDGET AND SPENDING AUTHORITY FOR THE STUDENT INVESTMENT ACCOUNT (SIA) FY22-23

WHEREAS, Oregon Revised Statute 294.338(3) allows for the recognition of revenue from a donation, grant, gift or bequest and the related expenditure by resolution; and

WHEREAS, the District received additional funds by donation from State Sources to provide items for the Student Investment Account Grant;

WHEREAS, the District did not anticipate the receipt of an additional $221,545 in Grant funds and related expenditures when the FY22-23 budget was proposed and approved;

NOW THEREFORE, be it resolved that the Board of Directors approve recognition of the additional revenue and related expenditure as follows:

Revenue	
Special Revenue Fund (Fund 251.0000.3299.000.000.000)	
3000 State Sources	**$ 221,545**
	$ 221,545
Expenditures	
Special Revenue Fund (Fund 251) (SIA Grant Program)	
1000 Instructional Services	**$ 178,656**
2000 Support Services	**$ 42,889**
	$ 221,545

PASSED AND ADOPTED at a regular meeting of the Board of Directors of Alsea School District 7J on the **9th** day of **March,** 2023 by the following vote:

AYES: _____ NAYS: _____ ABSENT: _____ ABSTAIN: _____

Risteen Follett, Chair Board of Directors

Sean Gallagher, Superintendent

ATTEST:

Lora Nickle, Interim Executive Secretary

LaRae Sullivan, Business Manager – LBL ESD
301 S 3rd St
PO BOX B
Alsea, OR 97324
Office: 541 487-5643
Fax: 541 487-4089
Email: larae.sullivan@lblesd.k12.or.us

MEMO

Date: 03/09/2023

To: Sean Gallagher

From: LaRae Sullivan

Re: Jamie Olsen – Budget Committee Member

Ok for board approval
3/9/23

- Budget Committee member Kenny Vogler has resigned from being part of the Alsea School District Budget Committee
- In the past years Jamie Olsen has been appointed to fill this budget committee position

For the FY23.24 budget process, I am asking if the Board will approve the Budget Committee appointment officially for Jamie Olsen.

This Budget Committee position would end 06/30/2024.

Heather Shunk, MSEd.
458 Elm Street, Phoenix, OR 97535
541-531-4213
hmia41370@gmail.com
heather.shunk@alsea.k12.or.us

March 9, 2023

Re: Resignation for 23-24 School Year

Dear Sean Gallagher, Superintendent, Tim France, Principal, & Alsea School Board Members

I would like to notify you that based upon recent information detailing the specific needs of the district for an in-person administrator for the Learn at Home Oregon (LAHO) program for the 23-24 school year, I will be resigning my appointment for Principal for the 23-24 school year as well as resigning from my current position at the end of this school year, effective June 30, 2023.

This decision is not taken lightly as I had incredible vision, hope, and excitement for leading a dynamic, robust, and highly effective online academic program that supports a wide-range of educational needs and goals of students and families who intentionally chose participating and attending school virtually.

I would like to emphasize that my relocation plans were always intended for the 24-25 school year. This plan was clearly and consistently communicated to the Superintendent and administrative team starting in August 2022. Our family would not be relocating prior to the 24-25 school year due to my oldest son's high school graduation date of June 2024.

My preference would be to continue, as planned and voted on by the board, to lead the LAHO virtual program for the 23-24 school year. However, I cannot be "in person" full time to support brick & mortar programming until the 24-25 school year. If the Superintendent and Board approves my ability to continue working and attending to job responsibilities virtually for the 23-24 school year, I would consider rescinding this resignation and moving forward.

I appreciate that you have supported my leadership style and provided space for incredible professional growth. It has been an honor to work with both of you and I am grateful for your seasoned and on-going mentorship.

Respectfully,

Heather Shunk

Heather Shunk, MSEd.

Assistant Principal & Special Programs Coordinator, Alsea School District

16. **Adjourn**

a. Important Happenings

March 21, 2023 - Fireside Chat
March 20 - 24, 2023 - Spring Break
April 13, 2023 - Regular School Board meeting