



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

**Reynolds School District
Board of Education Work Session**

December 4, 2024

6:00 PM

Building I, Edgefield Campus

2408 SW Halsey Street

Troutdale, Oregon 97060

I.	6:00p - Call to Order	2
	A. Roll Call	
	B. Land Acknowledgement	3
II.	6:10p - Budget Priorities for 2025-2026	4
III.	6:40p - Policy Updates	39
IV.	7:00p - Adjourn	222



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To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Call to Order

Type: Action Item Report / Presentation

Policy: BDDF: Conduct of Board Meetings

Date: December 4, 2024

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Roll Call:

- | | |
|---|--|
| <ul style="list-style-type: none">• Position 1: Director Aaron Muñoz• Position 2: Vice Chair Joyce Rosenau• Position 3: Chair Michael Reyes• Position 4: Director Cayle Tern | <ul style="list-style-type: none">• Position 5: Director Patty Carrera• Position 6: Director Ana Gonzalez Muñoz• Position 7: Director Francisco Ibarra |
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Land Acknowledgement

Mission and Vision

Land Acknowledgement

We respectfully acknowledge that the land on which we are gathering today is the traditional homeland of a diverse array of indigenous tribes and bands. Multnomah County rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River, creating communities and summer encampments to harvest and use the plentiful natural resources of the area. Multnomah County is now home to a vibrant indigenous community representing over 400 different tribal nations.

We recognize Indigenous peoples as the traditional stewards of this land and acknowledge the enduring relationship between the land and the people since time immemorial. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all indigenous students,³ families, and staff in our community.



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To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Budget Priorities for 2025-2026

Type: Action Item Report / Presentation

Policy: DBD: Budget Priorities

Date: December 4, 2024

Connection to Strategic Plan Goal Topics:

- Marginalized Students
- Culturally Responsive Teaching
- Student and Staff Wellness
- Professional Development

Summary / Background:

A survey was sent out to parents, staff, students, and community partners, as well as posted on the district’s website between November 1st-20th. The survey received 309 responses. Respondents were able to rank the priorities that the Board adopted for the last two years: Academic Success, Staff Wellness and Retention; Safe and Well-Maintained Facilities; Student Support Systems; School Safety and Security; and Robust, Culturally-Specific Community Partnerships.

The Board will review the responses and discuss priorities for the 2025-26 budget.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.

A black and white photograph of a graduation ceremony. Graduates in white gowns and caps are seated in rows of chairs, viewed from behind. The scene is filled with the rhythmic pattern of caps and gowns.

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Budget Priorities for 2025-2026

Current Priorities

Top
Priorities

Academic
Success

Staff Wellness
& Retention

Second
Priority

Safe & Well-Maintained Facilities

Third
Priorities

Student Support
Systems

School Safety &
Security

Robust,
Culturally-Specific
Community
Partnerships

Budget Priority Survey Responses

Relationship to the District

Caregiver, Parent, Guardian	67
Student	1
Licensed Staff	165
Classified Staff	43
Administrator or Director	7
Specialist or Supervisor	9
Community Member	4
No Response Given	13
	309

In reflection of the budget priorities listed above, please select the response with what you most closely agree.

I agree with these priorities and that we should maintain these for next year	160
I don't fully agree with these priorities, but I can support maintaining these for next year	114
I do not agree with these priorities and believe we should reprioritize for next year	35

Parents/Caregivers and Community Responses

71 Responses	1st Priority	2nd Priority	3rd Priority	Sum	% of Group
Academic Success	40	5	6	51	71.8%
Safe and Well-Maintained Facilities	10	13	22	45	63.3%
Staff Wellness and Retention	11	23	10	44	62.0%
School Safety and Security	2	9	24	35	49.3%
Student Support Systems	5	18	9	32	45.1%
Robust, Culturally-Specific Community Partnerships	3	⁸ 3	0	6	8.5%

Licensed Staff Member Responses



165 Responses	1st Priority	2nd Priority	3rd Priority	Sum	% of Group
Academic Success	82	40	11	133	80.6%
Staff Wellness and Retention	32	69	16	117	70.9%
Safe and Well-Maintained Facilities	16	26	41	83	24.8%
Student Support Systems	14	17	44	75	26.7%
School Safety and Security	13	8	43	64	26.2%
Robust, Culturally-Specific Community Partnerships	8	⁹ 5	10	23	13.9%

Classified Staff Members Responses



43 Responses	1st Priority	2nd Priority	3rd Priority	Sum	% of Group
Staff Wellness and Retention	8	17	8	33	76.7%
Academic Success	21	9	1	31	72.1%
Safe and Well-Maintained Facilities	5	8	13	26	60.4%
Student Support Systems	4	5	10	19	44.1%
School Safety and Security	4	3	8	15	34.9%
Robust, Culturally-Specific Community Partnerships	1	¹⁰ 1	3	5	11.6%

All (309)	1st	2nd	3rd	4th	5th	6th
Academic Success	158	58	34	27	20	12
Staff Wellness & Retention	57	115	53	46	29	9
Facilities	22	41	83	69	77	17
Student Support Systems	26	40	73	76	87	7
School Safety and Security	46	52	58	68	64	21
Community Partnerships	0	3	8	23	32	243

Parents/Community (71)	1st	2nd	3rd	4th	5th	6th
Academic Success	40	5	6	5	15	0
Staff Wellness & Retention	11	23	10	10	16	1
Facilities	10	13	22	14	11	1
Student Support Systems	5	18	9	20	14	5
School Safety and Security	2	9	24	20	10	6
Community Partnerships	3	3	0	2	5	58

Licensed (165)	1st	2nd	3rd	4th	5th	6th
Academic Success	82	40	11	14	18	0
Staff Wellness & Retention	32	69	16	24	23	1
Facilities	16	26	41	39	37	6
Student Support Systems	14	17	44	43	33	14
School Safety and Security	13	8	43	41	41	19
Community Partnerships	8	5	10	4	13	125

Classified (43)	1st	2nd	3rd	4th	5th	6th
Academic Success	21	9	1	3	9	0
Staff Wellness & Retention	8	17	8	3	6	1
Facilities	5	8	13	11	5	1
Student Support Systems	4	5	10	8	14	2
School Safety and Security	4	3	8	18	8	2
Community Partnerships	1	1	3	0	1	37

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	1st Priority	4th Priority	5th Priority	2nd Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	1st Priority	3rd Priority	4th Priority	5th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	1st Priority	4th Priority	3rd Priority	5th Priority	6th Priority					Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	4th Priority	3rd Priority	5th Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	3rd Priority	6th Priority	5th Priority		Consistency with procedures			Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	2nd Priority	1st Priority	5th Priority	4th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	2nd Priority	1st Priority	5th Priority	4th Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	3rd Priority	5th Priority	2nd Priority	4th Priority	6th Priority	They look good to me. I'm sure it could be an almost endless list...	I think we need a pro-public schools media push. We need to constantly remind parents how important school is for their children's future and the roles parents can - and should - play in the academic process. We need to remind them that we must have their support to ensure their child's success. This should be a state-wide investment, but a local one would still be beneficial.	Consistent improvement in targeted areas, which can be unique for each student. These can be academic or social-emotional, preferably both. Preparation for high school. Preparation for life after high school.		Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	4th Priority	2nd Priority	6th Priority	3rd Priority	5th Priority					
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	1st Priority	5th Priority	2nd Priority	6th Priority	4th Priority				While I realize we have quite a bit of support staff, in my building we need even more to work with students with profound trauma that leads to intense behaviors. Currently the effort to keep those students safe means there is very little attention or energy left for anything else. This is why I would rank staff wellness and student supports as 1 and 2. If we can't give more support to students and staff, we will lose staff and be unable to educate students. I also find it concerning that the adopted curriculum seems to preclude any independent student reading during the day.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	6th Priority	3rd Priority	4th Priority	5th Priority					Classified Staff
I do not agree with these priorities and believe we should reprioritize for next year	4th Priority	1st Priority	5th Priority	2nd Priority	6th Priority	3rd Priority		More funding. More staff members. More appreciation for staff. Instead of FFVP, doing something that is actually going to be helpful. FFVP gets thrown out all the time.	Success means that we have enough adults in the building to meet their needs. We do not have enough adults in the building to meet their needs.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	5th Priority	4th Priority	3rd Priority	6th Priority					Caregiver, Parent, Guardian

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I do not agree with these priorities and believe we should reprioritize for next year	4th Priority	2nd Priority	1st Priority	5th Priority	3rd Priority	6th Priority	Athletic facility improvements!			The lack of athletic facilities for our students is embarrassing. The fact that everyone around us has improved their facilities, but we are still stuck with the same facilities since the 80's is a direct lack of leadership from the top of the district. It is shameful that athletics has been put on the back burner ever since the high school was created back in the Columbia days. Our kids deserve better. Our coaches deserve better. Our community continues to move out of district simply because of the lack of support from the district towards athletics. Athletics is the only program around that can change the culture of a school and whole community. Yet, we continue to lack interest and funding from the district. Want to fix a lackluster school district, start with the athletic facilities.	Specialist or Supervisor
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	6th Priority					Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	5th Priority	3rd Priority	4th Priority	2nd Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	3rd Priority	5th Priority	2nd Priority	6th Priority	Gun violence and safety in our communities/ schools	When counseling is offered invite the parents to participate in some way	Pathway to college or trade		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	3rd Priority	6th Priority	Yes, Academic Success and Student Support Systems are mentioned, but we need to be more intentional regarding assisting students who are not engaged and who are then dropping out. We need to adopt engaging hands-on instructional practices and instructional materials that will increase student achievement. We cannot maintain the status quo.	There needs to be "active" engagement coordinators who are calling, knocking on doors, and finding where our students are at. This district is known for students being W10'd and never heard from again. We need to provide wrap-around supports that meet the individual needs of our diverse students. This also means being engaged with families to assist them with knowing what resources and supports are available. Instead of a top-down approach, we need to work alongside families and students.	Success in our schools entails that every student in our care is provided with the knowledge and skills to be able to meet their career and or higher education goals. This also means that students are provided with the social and emotional support to do so.	We are running on a very skeleton crew at this time. Positions were eliminated this past year both at the district and building level and there are staff picking up the work of multiple staff, on top of their current responsibilities. There are also staff who can leave at a reasonable hour because their position(s) doesn't entail a large scope of work. There must be balance. It shouldn't just be a few people carrying the weight of others.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	3rd Priority	4th Priority	5th Priority	2nd Priority	6th Priority					Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	6th Priority	3rd Priority	5th Priority	4th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	4th Priority	1st Priority	3rd Priority	5th Priority	6th Priority	Staff Training and Education on Current best practices.	Hire people who are more qualified by increasing the pay	Being treated with dignity and feeling a sense of self achievement and worth from their academic and social emotional environment at school.	We need a more relevant way to teach these kids. Pushing for higher reading, math scores is necessary, but we need to engage kids with meaningful content and were missing the appropriate content currently. Students are feeling more anxiety and lack of self-efficacy, and we need a system that supports that better.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	3rd Priority	2nd Priority	5th Priority	4th Priority	6th Priority					Specialist or Supervisor
I agree with these priorities and that we should maintain these for next year	2nd Priority	3rd Priority	4th Priority	5th Priority	1st Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	6th Priority	4th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	4th Priority	5th Priority	3rd Priority	6th Priority		We need alternate placement options for students.			Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	2nd Priority	4th Priority	5th Priority	3rd Priority	6th Priority	Curriculum		They are able to come to school, feel safe, and do their best work despite outside issues.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	3rd Priority	5th Priority	2nd Priority	6th Priority			This is too varied. Just attending class is a major success for some students, while other's success is leaving with almost a years worth of university credits. WE can be in the same room but occupy totally different worlds.	Many of these priorities are interconnected. Staff wellness and retention is an important factor in academic success, for example.	Licensed Staff

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	3rd Priority	5th Priority	2nd Priority	6th Priority					Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority	I would combine Student Support Systems and Academic Success into developing a fully operational multi-tiered systems of support. Academic Success is not achievable without MTSS based on our current achievement data. We need classwide interventions in reading and math (like Spring Math) to supplement our core instruction. Students not responding to those interventions would be recommended for tier 2 interventions. Additionally, it needs to be a priority to develop more Spanish immersion programs-most elementary schools should have them. We have too many long-term ELLs in our district and our service delivery model is not sufficient.	We need resources to address poverty and access to health care (including mental health care) in our community.	Graduating. Students have a right to reading instruction based on the science of reading. They have the right to receive systematic supports to improve their academic skills.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority	No	To make communications and service information available in student's/parent's home language and easily accessible.	Access to support, quality relationships with peers and staff, promoting student's academic/career goals		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	6th Priority		Even if the district can't provide services, it would be greatly appreciated if there were maybe links on the website or a physical handout with resources. Things such as: free/sliding scale counseling services, places to get assessments, food banks, vocational assistance, etc	That they get a good and balanced education. That they demonstrate growth in academic, social, emotional and other areas		Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	3rd Priority	5th Priority	2nd Priority	4th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	6th Priority	Rising cost of school supplies, tech, headphones and library book budgets. We need to charge for lost or damaged library books and Families should have to pay a set amount when their student intentionally breaks or damages their student tech device.	Have consequences for dangerous student behaviors.	I am not sure anymore.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	2nd Priority	3rd Priority	5th Priority	1st Priority	6th Priority	Staff Retention	Refer to outside agency.	Progress		Classified Staff
I agree with these priorities and that we should maintain these for next year	3rd Priority	4th Priority	2nd Priority	5th Priority	1st Priority	6th Priority	It is essential that a primary priority should be opening up more alternative special education classrooms so our students on IEPs will be receiving FAPE. Currently, students are being mainstreamed in general education classrooms which is not the LRE for them. Simply putting them on waiting lists until available spots open is not prioritizing our most vulnerable students and does not meet our legal and ethical responsibilities to provide FAPE for many of our students with special needs.	Partner with Multnomah Educational Service District to have some of our students attend the school programs they partner with, such as social-emotional schools, communication schools/classes etc until which time Reynolds makes it a priority to open up more classrooms to meet the needs of many of our students with special needs who are not getting their educational needs met in the general education setting.	Putting the needs, safety, and well-being of the students over monetary hurdles.	I would be happy to take on a leadership role if requested in helping the district work towards meeting these goals.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	5th Priority	4th Priority	3rd Priority	6th Priority	Maybe: Communication with the community (students, staff, families) should be on the priority list?	Communicate more frequently with families, don't cut supports in place, prioritize student-facing staffing decisions over district office staffing.	Successful completion/graduation from the school with tools in place to pursue life and career goals.	It's hard to separate some of these, as staff retention and student support systems contribute to academic success.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	4th Priority	3rd Priority	5th Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	4th Priority	3rd Priority	5th Priority	2nd Priority	1st Priority	6th Priority	No not at all.	Sending updates.	Going in everyday.	No not at all	Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	4th Priority	3rd Priority	2nd Priority	5th Priority	1st Priority	6th Priority	Eliminate non-essential services and positions that are wholly funded by the district. This includes EDI positions and administrative staff such as the number of vice principals. Identify the most costly expenditures for cost saving strategies.	Referral to available county and state services, as well as non-profit resources.	Measurable and demonstrated knowledge and abilities.		Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority				Some departments that support schools, Finance, HR & Facilities need to have competent people working and getting the jobs done in a timely manner or hire more/better workers.	Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	3rd Priority	6th Priority	no	more outreach	engagement, and engaging in support at their level to fill gaps and/or extend learning		Licensed Staff

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	5th Priority	4th Priority	3rd Priority	6th Priority	Parent involvement	Parents are looking for ways to be involved, and we must provide parent opportunities to support school wide activities through apps like SignUp for events like Registration Day, Annual Food Drive, scorekeeping and volunteering at sports events, working the Student Store, working the Book Fair, 8th grade promotion activities, etc.	Promoting opportunities for students to improve their self-confidence through academic progress, positive social interactions, and personal growth.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	4th Priority	5th Priority	6th Priority		More parent support trainings and classes.			Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	2nd Priority	4th Priority	5th Priority	3rd Priority	1st Priority	6th Priority					Caregiver, Parent, Guardian
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	6th Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	Athletics			Why are we the last school to have a grass field? We don't even have bleachers for fans to sit on. Please invest in our student athletes. It is vital for their growth and development. Sports help with grades, attendance, fitness, relationships, attitude and well being.	Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	5th Priority	2nd Priority	4th Priority	1st Priority	6th Priority	Community outreach, more services for students & families in need	Increase social workers, counselors, and forge stronger partnerships w/ outside agencies	Good attendance, nurturing the whole child, a well-rounded educational approach, less focus on testing early programs to build literacy		Specialist or Supervisor
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	2nd Priority	5th Priority	3rd Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	4th Priority	3rd Priority	6th Priority	5th Priority					
I agree with these priorities and that we should maintain these for next year	2nd Priority	3rd Priority	4th Priority	5th Priority	1st Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	3rd Priority	1st Priority	5th Priority	2nd Priority	6th Priority	Employee and student safety needs to be considered a top priority. Many districts are having issues with staff and student safety and I would like to see RSD7 be a leader in Personal and Environmental safety for STAFF and STUDENTS.	Open communication and dialogue, host listening hearings and Q&A hearings for specific issues at large.	Academic sustainability for grades/tutoring/technology/open and safe spaces for students or all walks of life to work and life peacefully.		Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	3rd Priority	4th Priority	5th Priority	1st Priority	6th Priority					Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority					Classified Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	6th Priority	3rd Priority	4th Priority	5th Priority	I don't think so.	It is important to have social workers to help families and counselors to help with mental and behavioral health.	It means that they are attending school consistently, growing academically, and enjoying their education. Also, we need to prepare them to be successful as adults.		Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	2nd Priority	3rd Priority	4th Priority	5th Priority	1st Priority	6th Priority					Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	3rd Priority	6th Priority	2nd Priority	1st Priority	5th Priority	This is all very vague. What all is included in Student Support Systems? I feel like some of these other priorities could fall into place if we had enough student support systems. Staff retention might improve if students had the support they need to successfully engage in school without incidents of injuring staff.		That they are in an environment that allows for them to optimally learn at their own pace using whatever means are necessary for them to be successful and feel confident in their learning. It should not be about testing as we know there are organizations that are making money from the excessive testing happening at all levels of education now. Children need to learn to think independently and critically. That is the ultimate measure of school success.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	5th Priority	2nd Priority	3rd Priority	6th Priority	High quality professional development for teachers.	Creating a clear system/framework for what services are available, how to access them, and a district point-person that can effectively communicate and work with district leaders on implementation of system/framework.	Being able to take what they learn in school and applying it to improve the quality of their life, their families lives, community, and global society.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	3rd Priority	2nd Priority	5th Priority	4th Priority	6th Priority					Licensed Staff

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	1st Priority	5th Priority	2nd Priority	3rd Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	6th Priority	1st Priority	3rd Priority	4th Priority	5th Priority	I would rank staff retention higher if staff who cause continuous problems, don't actually teach, or do not do their entire hired job, were let go. I also do not see why these priorities need to 'compete' with the other. I see a lot of overlap.	Provide dedicated space for mental health support professionals.	Students have faith that all the adults in their school are there for them and believe in their abilities.	Thanks for asking	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	4th Priority	5th Priority	3rd Priority	1st Priority	6th Priority					Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	2nd Priority	3rd Priority	1st Priority	5th Priority	6th Priority	It would be good to have needed support materials for when students need more practice with new concepts. The current turn-around time with the print shop (2 weeks) makes it hard to be responsive to student needs.	It may be unpopular and hard to accomplish, but we need to have an alternative middle school. We regularly receive students that have trouble being in a building with a large student body. We also need to incentivize folk to apply to be EA's. Our SPED and Behavior teachers are being stretched too far. It is unsustainable, and we will lose good people.	Ideally, they should be able to have the skills and knowledge to be successful whatever career path they want to choose.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	5th Priority	1st Priority	3rd Priority	4th Priority	2nd Priority	6th Priority	Teachers contract and increase of pay. Safety of buildings and students and mental health support for students.	Provide licensed mental health coaches to families to teach parents how to maintain the right support for their children at home.	Students should have access to licensed behavioral therapists and licensed counselors and psychiatrists to provide them with the support they need. Having an educational assistant isn't going to change the undesired behavior but having a licensed mental health specialist who spend time with students will change his behavior. It also means teaching students the language needs that they want to be successful by creating a newcomer program for students who recently entered the country and expected to navigate the system compared to their peers who have been here since KG.	Teachers shouldn't worry about their paychecks to afford their living and should have decent pay that makes them stay on the job instead of looking at other career opportunities that pay them more compared to what they do every day.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	3rd Priority	1st Priority	5th Priority	4th Priority	6th Priority	I feel that there are a lot of buildings that are falling apart and need things to be fixed. Example rat problem at RHS, and Roof problems at RMS, etc.	There is no accountability anymore which just exacerbates the issue.	I believe success is measured in reading. I feel that our literacy has significantly dropped in the US and needs to work. If you cant read you cant really function in the adult world.	I really want accountability both for the students and for the staff.	Specialist or Supervisor
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority	También sería que una de la prioridad fuera que las escuelas usarán uniformes Eso ayuda a que no allá bulin entre compañeros Por cómo se visten o de que no son de marca cartas la ropa y zapatos y sería un respeto a la escuela	Dando talleres educativos para los padres Porque aves los hijos son así por todos los problemas en casa Y porque mucho padres no se enfocan en los hijos. Nomás en el trabajo y economía Y no saben cómo hablar con los hijos Por cómo padres estamos mal Y si como padres estamos mal como vamos a ayudar a nuestros hijos	Es algo muy importante para el resto de su vida	Que se ocupa más información en Español.	Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	4th Priority	5th Priority	2nd Priority	3rd Priority	6th Priority					Specialist or Supervisor
I do not agree with these priorities and believe we should reprioritize for next year	6th Priority	3rd Priority	2nd Priority	1st Priority	4th Priority	5th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	5th Priority	2nd Priority	4th Priority	3rd Priority	6th Priority			Safe, productive, learning environment where students want to be and are showing academic improvement.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	3rd Priority	6th Priority	District wide standard for conduct, not just school to school decision on enforcement. A standard should be set and principals should be required to adhere to them.	Reynolds based task force working closely with families in need of assistance. The Reynolds community should be aware of this organization and feel comfortable reaching out to them for assistance. Community groups shouldn't be our first line of outreach, but a resource as needed.	Regular attendance, students feel our school staff care about them and they feel safe going to, at, and coming home from school, academic achievements at grade level	Reynolds is moving in the right direction, but there are cracks in the system.	Classified Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	3rd Priority	4th Priority	5th Priority	1st Priority	6th Priority	No.	Based on my own experiences within my own school, I'd say we are well-staffed and well-supported.	Students can read and complete and math work at at least grade level. High school graduation rates at both high schools continue to climb.		Administrator or Director
I agree with these priorities and that we should maintain these for next year	2nd Priority	5th Priority	4th Priority	3rd Priority	1st Priority	6th Priority					Caregiver, Parent, Guardian

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	5th Priority	3rd Priority	6th Priority	2nd Priority	Transparency from the district office and board to the rest of the school district. I think that the district's transparent updates to the budget damage control last year were great; I wish this mentality would be echoed throughout the district operations, including HR, payroll, and facilities. I understand full transparency isn't possible from a discretion perspective but open, two-way communication between upper and lower levels is important to establishing trust.	We receive emails about "non-credible threats" but never updates or information in the instances when guns are actually found and reported to be on campus, in other words we don't know what's going on when a real situation is going down. We have no information from supervisors on how to proceed throughout the day but instead it seems like we're expected to pretend like everything is normal. Until we are being open and honest about the threat of violence in schools and specifically our high school, I'm not sure if we can take meaningful strides to improve.	A successful student should feel ready to enter the adult world - which is a combination of education and practical skills, especially skills required for everyday life like literacy, financial literacy, and what is expected of them in the workplace and college classrooms.	If I understood the prompt correctly - ranking the Board's priorities is ranking them as what they actually appear to be versus what is listed above. We can say what the priorities are but if we don't follow through with those initiatives in practice (safe and well-maintained facilities is a great example here), it comes off as performative.	Classified Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	5th Priority	4th Priority	3rd Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority		We need more counselors and counseling services for our students. Often families are on a wait list, sometimes for a long time before receiving services.	I want our students to be excited about coming to school. I want our students to feel safe, cared for, and supported. I want students to have access to their grade level curriculum, and then have access to and support with instruction that is at their level, whether that is below or above grade level. I want students to know that all staff believes in them and their ability to learn.	We continue to struggle with student behaviors that disrupt their and their classmates learning. Even with working to build relationships, using many behavioral strategies, behavior charts, negative and positive consequences, and parent calls home, behaviors and disruptions occur multiple times, every day in my first grade classroom.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	2nd Priority	5th Priority	4th Priority	1st Priority	6th Priority	Recruiting needed staff.	Listen to what parents are saying. Have spaces and staff in school to help with students struggling mental and/or behavioral health so other students can continue to learn and be safe.	Successfully dealing with life. Learning the required academics.		Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	4th Priority	3rd Priority	5th Priority	6th Priority	Hopefully academic success also includes getting students out of school and experiencing what is offered around their community.	Have better communication with families and students. Maybe a bit more of it and finding ways to involve parents in all schools. More supports, like social workers, counselors and nurses at all schools, full time and available for students.	Success means that they have learned schools that will help them after high school, which is either helping them in college or jobs.		Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	5th Priority	2nd Priority	3rd Priority	4th Priority	6th Priority					
I don't fully agree with these priorities, but I can support maintaining these for next year	6th Priority	3rd Priority	1st Priority	4th Priority	2nd Priority	5th Priority	Smaller class sizes - increased staffing (I don't want to hear there's not enough money, it's what's needed) New facilities where needed - new buildings Increased staffing in high-need schools	Smaller class sizes in newer buildings	Success is a well-regulated nervous system and content within one's zone of proximal development.	Teachers need fewer students in safe, newer buildings.	Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	2nd Priority	3rd Priority	5th Priority	4th Priority	1st Priority	6th Priority		Well behaved students do not deserve to be forced to attend school with classmates who threaten teachers, run in and out of classes, get in fights on a regular basis, and threaten to shoot up the schools. This behavior is unacceptable and inhibiting growth in the school. Those problematic students need more alternative schooling options that fit their needs better. Create a positive environment for students to feel safe and learn. Who are happy to be involved and become outstanding members of our future and society.	Success looks different for everyone based on their individual goals. Largely building a safe community is success. Positive mental health of these students and not living in fear is success.	Please instal metal detectors at Reynolds High.	Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	6th Priority	4th Priority	No	Better communication, with less unnecessary parent square messages. High school message go only to high school families.	Being able to focus on academics, not the disruptive child or children in the room that ruin any form of educational continuity.	Hire EAs that can work with two or three children who need a one on one, but have zero support.	Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	5th Priority	2nd Priority	3rd Priority	4th Priority	6th Priority					
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	3rd Priority	5th Priority	6th Priority	Creating a district wide MTSS program	Create MOU's or IGA's with a clear partnership framework with partners.	They can accomplish grade level work and have a community at school		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	2nd Priority	3rd Priority	1st Priority	5th Priority	6th Priority					Licensed Staff

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I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	4th Priority	3rd Priority	6th Priority	5th Priority			In my view, students participate and are supported in programs that address their individual needs. This goes for students who are talented and gifted, as well as students who have academic or behavioral health needs.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	6th Priority	2nd Priority	3rd Priority	1st Priority	4th Priority	5th Priority					Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	5th Priority	4th Priority	3rd Priority	2nd Priority	1st Priority	6th Priority		More mental health resources and staff available to get more students the help they need.	Student feeling safe and basic needs taken care of in order to be able to focus to be academically successful.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority	REDISTRICTING overwhelmed schools where overcrowded and older facilities are becoming a pressure cooker of stress and overwhelm. ELD populations in some schools are at nearly 50%. Expecting staff to make these students perform at grade level when they are learning a new language needs to be taken into account when the populations are this high. Class sizes and the ability to serve our most needy students are major concerns for educators at every level, but certainly in elementary. (Glenfair in particular!!) Opening up more spaces for children who are struggling to handle/adapt to a school environment - this is allowing 1 student to interrupt a class of children on a consistent basis. (and then we wonder why there isn't more academic growth??!!) These spaces need not be permanent solutions for these children who exhibit eloping, violent, or other major disruptive behaviors beyond what we might expect from a child.	More parenting discussions about screen time, importance of early literacy, easy access and partnership with Mult Cty library system where families can go and get free access to some supports. Addressing the refugee nature of many communities and partnering with them and supporting agencies or services like IRCO, etc.	For every student to feel SAFE and have the opportunity to learn in an uninterrupted space. For students to have the opportunity to get the services they need in order to grow and learn in the way that best supports them while not ignoring the needs of other students simultaneously.	PLEASE, PLEASE, PLEASE give Glenfair portables with plumbing (3 adult bathrooms for a staff of 75-80 is insane), consider sending new bilingual students to a bilingual program school, PLEASE actually listen to what the people who run and work in a building say they need in the spring.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	3rd Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	3rd Priority	5th Priority	6th Priority	I think we need some kind of specific focus or partnership with an emphasis on attendance and crisis stabilization.	I think we need a strong community partner in early childhood and kindergarten transition. We are seeing a huge behavioral health in need in Kinder. The educational assistants are helping, and special ed is doing a lot to try to serve these students, but it still seems to be falling short. Not sure if we can partner with skills trainers and do behavioral health referrals as well as have partners with ABA service providers.	Students should feel safe and included. They should know that every adult in a building cares about their well being and they should be given the opportunity to learn in a way that meets their needs.		Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	6th Priority	1st Priority	5th Priority	4th Priority	2nd Priority	3rd Priority			Success is having almost perfect attendance.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	3rd Priority	1st Priority	5th Priority	4th Priority	2nd Priority	6th Priority		Translate all communication in the languages our students and families speak.	Safe communities were students can grow academically at appropriate a realistic rate that considers their beginning levels.	It's incredibly difficult to rank the priorities, as they are all crucial. However, things trickle down. I believe staff wellness and staff retention is what will positively impact the majority of the priorities to the greatest degree. Addressing this priority first will have the greatest impact.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	6th Priority					Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	2nd Priority	4th Priority	5th Priority	1st Priority	6th Priority					Classified Staff

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I do not agree with these priorities and believe we should reprioritize for next year	3rd Priority	2nd Priority	5th Priority	4th Priority	1st Priority	6th Priority		Start prioritizing the needs of the people over how well they test and score. Staff needs to be seasoned and firm, none of this gentle stuff. Kids need discipline or they won't know how to behave as they grow into adults. Getting a handle of student behaviors also has to do with the quality of parenting they're getting. It needs to be a big focus for the kids and their education needs to be more exciting. I volunteer and see how bored some of these kids are and when they're bored they become trouble makers or they don't thrive because they don't speak up. Their is no reason for kids to not be getting detention and serious consequences. Make grades reflect their behaviors and tell them they can ruin their grades just by the way they act and behave or they can thrive and be happy and their grades will reflect that as well.	Not being hurt by others. Not being stuck waiting for teachers to teach because of kids misbehaving. Kids that are happy and healthy will bring that to school. Kids that are not happy and are not healthy will bring that to school. Being respectful and responsible.	There is no one right answer. I'd like to feel like hugging my child and telling her I love her every morning before school, won't be my last chance at that. I'm afraid my child will be murdered by unhappy, unhealthy students. The government won't fix this issue, but the schools sure can.	Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	6th Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	Should we survey everyone of how we could spend smarter and save money? I rated Student support systems as low as I did, because a good deal of the support system we can provide students comes from school safety, maintenance and cultural specificity. I wish I had a way to rank Robust, Culturally Specific Community Partnerships higher. We are a minority majority student body but still a predominantly dominant culture staff. Therefore, we miss out on the value of supporting students and student mental health by either purposefully or inadvertently pushing assimilation.	Focus on developing and improving student, staff and parent Mental Health Literacy. https://www.nimh.nih.gov/get-involved/digital-shareables/mental-health-resources-for-students-and-educators . https://www.nami.org/support-education/publications-reports/survey-reports/poll-of-teen-mental-health-from-teens-themselves-2022/#:~:text=A%20poll%20conducted%20by%20psos,schools%20are%20not%20doing%20enough .	Increased attendance. Increased percentage of students reading at 3rd grade level by the end of 3rd grade. Higher percentage of students on track for graduation at end of 9th grade year. Increase graduation percentage. All are particularly true for BIPOC and economically disadvantaged students.	To increase attendance, award the parents. Chronic absenteeism can be a result of a housing or family situation that has never benefited from anyone modeling success or being rewarded for working hard. Let's create pride in the student and in the home by giving parents awards when their students have a big increase in days attended. Set an award for a percentage increase, not just for perfect attendance. Do not begin social promotion until grade 4. 70% of eventual dropouts didn't read at the 3rd grade level at the end of 3rd grade. In Pre-K thru 3, we should focus on skill attainment and meeting a minimum standard prior to being promoted to the next grade.	Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	4th Priority	3rd Priority	6th Priority		Parent-Teacher conferences should be moved back to October. We need to have these conversations, in person, before the end of November.	Safe, loved, a priority, which translates into better attendance and academic success		Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	3rd Priority	4th Priority	5th Priority	1st Priority	6th Priority	It is hard to give a rundown as all of these areas are priorities. Safety comes first, as we all need to feel safe.	More social workers both on site and off site to work with families. Perhaps some clinic nearby can focus on family supports and schools can refer families.	Sometimes success is the smallest thing, like coming to school on a regular basis. Being absent does not work for a student, unless they are very self directed about missing assignments.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	6th Priority	Nope. Looks good. Just remember to keep staff wellness as a top priority. If the leaders take care of the workers, then the workers will take care of the customers, which in this case would be the students. Make your staff feel supported and appreciated. Morale is low right now.	Stick to the basics. Don't overcomplicate things with all the social nuances, which can confuse the students. Be unbiased in the support options that you offer the students. Offer positive, uplifting support.	Are they equipped with the knowledge to be a successful adult after graduating? A graduate should have a working knowledge of finances, and a healthy mental attitude. They should feel confident and supported in their new endeavor... adulthood.	Keep an eye on RLA. There are things going on there that are inhibiting staff wellness and student growth. It might be a good time to scratch the record and shake things up a bit over there. If left unattended, they will continue to lose good people.	Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	3rd Priority	5th Priority	6th Priority	We do not have sufficient staff to meet the needs our are most challenging students. Chronic behavior problems are disrupting learning for other students. Until we get behavior under control all the kids will suffer.	We need more staff and behavioral programs for students.			Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	2nd Priority	5th Priority	1st Priority	6th Priority	4th Priority		Year round school	That is a VERY good question.	When adding One More Thing to the list of teacher responsibilities, please take one thing off the list OR provide time to get it done. 3 STEP classrooms at 1 school is NOT successful.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	5th Priority	4th Priority	1st Priority	2nd Priority	6th Priority					Student
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority			The student graduates from high school with a diploma, prepared for higher education whether it be college or involved in training for a specific trade.		Administrator or Director
I do not agree with these priorities and believe we should reprioritize for next year	2nd Priority	3rd Priority	1st Priority	4th Priority	5th Priority	6th Priority		Ensure those that need it, get the support they need. The waiting lists are so long.	Attendance, academic growth, improved behavior		Licensed Staff

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I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	1st Priority	5th Priority	2nd Priority	3rd Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	4th Priority	5th Priority	3rd Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	4th Priority	3rd Priority	6th Priority					Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	1st Priority	4th Priority	5th Priority	3rd Priority	6th Priority		Strengthening the connection between teachers, families, counselors, etc. to better support students.			Licensed Staff
I agree with these priorities and that we should maintain these for next year	3rd Priority	4th Priority	2nd Priority	5th Priority	1st Priority	6th Priority		Frequent home/school communication. Sending home positive notes. Asking our families if they need any support or help connecting to resources. Multnomah county wraparound services.	Success for a student in our schools can be defined in several interconnected ways. First, it encompasses academic achievement, where mastering subjects and achieving good grades reflect a student's effort and understanding, fostering a love for learning and critical thinking. Additionally, personal development plays a crucial role in success; this includes building confidence, resilience, and the ability to set and pursue personal goals, while learning from failures and celebrating achievements, both big and small. Social skills are equally important, as success involves forming healthy relationships with peers and teachers, demonstrating teamwork, communication, and empathy, which together foster a positive school community. Moreover, understanding and respecting diverse backgrounds enhances the educational experience, making cultural competence an essential component of success. Finally, success is about acquiring life skills that extend beyond academics, such as time management, problem-solving, and effective communication, which prepare students for future challenges. Ultimately, success is a holistic concept that integrates academic, personal, and social growth while valuing the rich diversity within our schools.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	3rd Priority	5th Priority	4th Priority	1st Priority	2nd Priority	6th Priority	Restorative Justice, more SEL				Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	4th Priority	5th Priority	2nd Priority	1st Priority	6th Priority	Overcrowding of self-contained classrooms and not enough support to maintain students with disabilities in the general education classroom.				Licensed Staff
I agree with these priorities and that we should maintain these for next year	6th Priority	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	2nd Priority	5th Priority	1st Priority	4th Priority	6th Priority	I feel like this doesn't break down everything in the budget that you guys use. Nothing about the art the science or anything like that all this is academic success what does that even mean like does that mean more books in the library does that mean more science equipment does that just mean the teachers get paid more which is great but all of these are very vague and it seems like they are vague on purpose because and these actually pinpoint what you're doing.	For one more notes on what our kids are doing at school would be great especially for the special needs kids because I cannot continue the teaching that y'all are doing at school if I don't even know what you're doing at school.. especially for those of us with nonverbal students.	Depends on the kid.		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	4th Priority	5th Priority	6th Priority					Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	3rd Priority	6th Priority	DEI is missing. I think that school safety and security should be higher on the list.	Thank you for partnering with community agencies to have therapy in schools. Maybe more outreach to families about why mental health is as important as physical health to reduce the stigma.	Happy staff teaching culturally relevant curriculum to happy children at their learning level.	More access to special classrooms for our kids that have the most severe behaviorally-challenged-we have too many kids who tear up things, hit other students and staff, wreck equipment, and elope that need to be out of school, so they stop terrorizing all of the rest of the students and staff. This is creating anxiety and "PTSD"-like symptoms on kids and staff alike.	Licensed Staff

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	3rd Priority	4th Priority	1st Priority	6th Priority	5th Priority	ELD and translation services.				Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	5th Priority	1st Priority	2nd Priority	3rd Priority	4th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	3rd Priority	1st Priority	6th Priority	4th Priority	5th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	3rd Priority	6th Priority		It would be great to use some of our community partner resources to engage with the community outside the school but also inside the school. Parents absolutely need to understand that all learning both academic and emotional cannot just happen during the school day. Parents must work with us to ensure learning takes place in all settings.	Students have academic skills that enable them to have choices in the future. Both, academic skills and social emotional skills.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	6th Priority	3rd Priority	1st Priority	2nd Priority	5th Priority	4th Priority		Continuing to invest in a culture where the school is a center for community building by hosting social services (like health fairs, dental clinics, blood drives) and invest in robust recreational and enrichment programs outside of school hours. The more comprehensive the available services, the more the school becomes a community social hub, the more students feel attached to and responsible for their community, which builds student self-esteem and accessibility to ask for help when needed.	Success is a student who is safe, supported, and challenged in a way that allows them to reach their greatest potential, regardless of what that looks like for each individual student.		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	2nd Priority	5th Priority	3rd Priority	6th Priority					Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	3rd Priority	5th Priority	2nd Priority	4th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	3rd Priority	4th Priority	6th Priority	1st Priority	5th Priority	Identifying the relationships that exist with the priorities above. School safety is one of the first priorities and it directly impacts staff wellness and retention, and it is directly connected to student supports and recognizing we do not have the resources to help many of the kids in our buildings, which make things unsafe.	Fund an alternative school for our most impacted behavioral students.	Prepared for the next step in their education.		Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	2nd Priority	5th Priority	4th Priority	3rd Priority	6th Priority		Have resources that are free or low cost available for our families and student for mental health crisis or socio economic needs.	Being at grade level in their studies.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	6th Priority	3rd Priority	2nd Priority	4th Priority	5th Priority	Equity between RHS and RLA.	Through the continuation of outreach to all focal groups and providing an opportunity to ensure equality exists within all schools and groups.	An opportunity for all students to discover their strengths, be respected for their differences and to find a safe and well prepared path forward towards their futures. Equal access to all resources within the district and to have their voices and needs heard and cared for.	I believe the district should be transparent in how funds are spent and how decisions are made, autonomy and professionalism of staff should be respected and trusted and that students should have equal access to opportunities no matter which school they attend. If we are not ensuring all students can achieve their dreams through partnerships and pathways and equal access to courses, clubs, etc. we have failed. Our kids matter and we need to demonstrate that by making sure their technology works, their grounds are maintained and their food is good and that their voices are respected and heard.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	3rd Priority	2nd Priority	5th Priority	4th Priority	1st Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	4th Priority	3rd Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	2nd Priority	5th Priority	3rd Priority	6th Priority	Expansion of facilities. It seems like classroom space is an issue at several buildings. How are we planning for the future?	It would be great to see more parents and guardians volunteering in classrooms. Orientation and training would be key!	Apart from 'at grade level' test scores, I would like to hear from more students that they WANT to come to school. A successful student is interested in learning, comes to school, and has the tools needed to participate in school.	Thank you for everything you do. The work of the public servants who put in time towards education is more essential than ever. We appreciate you.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	3rd Priority	5th Priority	4th Priority	1st Priority	6th Priority					Licensed Staff

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I agree with these priorities and that we should maintain these for next year	4th Priority	1st Priority	5th Priority	2nd Priority	6th Priority	3rd Priority	I feel like "Academic Success" needs to put the students and their future first....above mere grade point average and AP classes...we need to listen to students and find ways to make their education more meaningful to them. Not an easy task, but I feel like schools in general are not energizing and empowering students so that they feel they can go and create change, build skills and careers, and restore community.		They must feel as though they have a community that believes in them and that our schools are working towards their success in financial terms and also in community terms.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	4th Priority	3rd Priority	5th Priority	6th Priority	Personnel ... not people behind desks, but student-facing positions (in the trenches every darn day)!	We need more trained people to meet the needs of behavior and mental health (REA and OSEA). The words "access to support staff" is the worst thing that ever happened to an IEP or support system. This simply means the kids are on the radar but not that they are a priority for success. We are running too thin and students and staff are the victims of this crisis. We need to become known for supporting kids and then our community will back us. (Be PROactive and not REactive in structuring school around the behavioral/mental health needs and "if we build it, they will come".)	To have a strong teaching staff and solid supports in place for every student. (If we separate teacher retention and student supports into diff priority groups, the model will fall apart. We can't keep people in our district if we are eliminating supports and overworking our school staff.)	I really hope that the perspective of staff retention doesn't get portrayed to the community as "greedy teachers and support staff". That would be the exact opposite to the encouraging and supportive environment that will grow community partnerships. It takes a village to raise a child - we ALL need to have each other's back.	Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	5th Priority	2nd Priority	3rd Priority	4th Priority	6th Priority					
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority		I honestly don't know. I think we just need more support staff sometimes.	Success for students in our school is being a capable part of our community with social and emotional skills as well as academically meeting our state standards. I want our students to have self efficacy. It is my hope that our students will be confident in their ability to be a part of our community and know how to learn so they can gain the skills and knowledge in things that they find interesting and find meaningful work when they are adults.	Thank you for working to help our students grow to meet the demands placed on them.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	4th Priority	6th Priority	3rd Priority	1st Priority	5th Priority					
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	6th Priority	5th Priority	Adequate space for students is part of academic success.	Send less ParentSquare messages home. Families stop checking them when they feel that there are too many.	In our schools, success means making adequate grade level progress and avoiding any major trouble. It would be nice if success also meant high academic accountability and high involvement and sense of belonging in the school community.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	2nd Priority	5th Priority	3rd Priority	1st Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	3rd Priority	5th Priority	2nd Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	4th Priority	5th Priority	1st Priority	2nd Priority	6th Priority	No, I would just argue that school safety is an increasing concern for me and my children.		Successful completion of grade level work. Has met grade level expectations by end of year.		Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	6th Priority	4th Priority	2nd Priority	3rd Priority	5th Priority	Classroom SEL has to be address. Classes are over scheduled and all academic. There is no opportunity for teachers to build community within in their classes or for students to receive supports with non-academic needs.	Our families do not feel directly connected to our schools. We need more opportunities for our doors to be open and for our families to feel like they are a part of the their school's leadership teams.	We Belong Here We are Safe Here We Learn Here	If student support systems, school safety and security, safe and well-maintained facilities, and robust culturally specific community partnerships are in place, staff wellness and retention will rise.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	1st Priority	4th Priority	2nd Priority	5th Priority	6th Priority	n/a			Restore recess and play. Students are experiencing massive stress with very little joy in their days. On Mondays we officially only have one recess for elementary students. The most commone accommodations we are providing is "breaks" "going for a walk" or "time on the playground." This is telling us something very important: students need play and breaks in their day, and if they do not get it, they act out to show us that they need it.	Licensed Staff

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I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	5th Priority	3rd Priority	2nd Priority	6th Priority	No.	Not sure.	Getting an education and not indoctrination.		Community Member
I don't fully agree with these priorities, but I can support maintaining these for next year	5th Priority	1st Priority	2nd Priority	4th Priority	3rd Priority	6th Priority	I would love to see a deeper commitment to the art's and social emotional learning.	make it simple, and available	they define success- we don't- it will look different for every kid and we need to have fully developed programs to allow students to find what success means to them.	streamline ONE system to communicate with students, teachers, staff, and parents. Too many systems, synergy, email, final forms, parentsquare, Schoology, schoology email, synergy email, newsletters, teacher newsletters, district newsletters, Clever messages, some teachers use remind, the app band, and our students are whelmed and unable to communicate effectively on any one platform. Also teachers are having to navigate MULTIPLE platforms to communicate with students and parents and it is exhausting.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	4th Priority	5th Priority	6th Priority	Restorative practices, following up on consequences	Provide resources like mental health screenings	Students who are at grade level.	I am experiencing a lack of admin leadership and kids behaviors getting in the way of their academic success. There are no boundaries. Students are learning that actions have no consequences. They are not learning to be successful adults.	Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	3rd Priority	1st Priority	6th Priority	2nd Priority	5th Priority			Students are doing poorly in many areas, in many cases due to their inability to stay focused and engaged. I know it is talked about frequently, but cell phones area really huge barriers to success to student academic success. District-wide protocols need to be considered. This would also lend to improving safety and security.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Classified Staff
I do not agree with these priorities and believe we should reprioritize for next year	2nd Priority	3rd Priority	6th Priority	1st Priority	4th Priority	5th Priority	It is probably included under School Support Systems, but student behavior is out of control in this district. I have been here for 28 years, and it has never been worse. I am not sure how the district and school board think higher academic achievement is possible when we have no systems to handle this increase in negative and disruptive. This is the main reason I am thinking of leaving at the end of the year.	That is for the ones who get the big paychecks to figure out. It has been a major weakness in this district for at least the past 10 years.	Growth of students both academically and socially. Graduating.	When will the behaviors in the schools going to be pushed to the top of the agenda. It is my belief is that if an administration cannot have schools that are under control, they need to move on. An example of this is the middle schools. I know RMS is an absolute disaster. The current admin has had plenty of time to at least improve things there and it has not happened. My neighbors, my former students and the RMS staff says it is as bad as it ever was.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	1st Priority	5th Priority	4th Priority	2nd Priority	6th Priority	AN ALTERNATIVE MIDDLE SCHOOL! The large size of schools like RMS and HB Lee create many triggers for susceptible students who are not getting the support they deserve. Smaller class settings with less intense passing times transitions would be just a couple of the benefits. Community resources being strategically focused to the two alternative site would streamline efficacy of resources and community partner skillsets.	We have an ABUNDANCE of students that are not even close to being ready for high school. The RSD should create an alternative school for 8th and 9th graders that is operated by the RSD to CARE for OUR STUDENTS. This should be addition to, and separate from, RLA. It should be funded and operated by the RSD, not run by a community agency. Remaining full-time paid substitute staff FTE can be shuffled to support any additional staffing changes needed to operate the program.			Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	2nd Priority	3rd Priority	4th Priority	1st Priority	5th Priority	6th Priority		Having Social Workers full time in each building is crucial to meeting the mental and behavioral needs of students and families. If students' needs for mental and behavioral health and basic needs are not met then academic learning cannot take place. While this can be outsourced to community partners there MUST be a trained licensed professional in each building, with time, to assess, triage and liaison between community partners and the school in order to fully address the needs of students. We need to realize this takes staffing and time.	Success for students within our district means they are not only becoming lifelong learners have strong metacognition skills; mentally healthy individuals who are resilient in the face of challenges and adversity; can critically explore the world around them and think critically expressing their thoughts clearly concisely; can ask for help and accept help when they need it; see themselves as a positive contributors within the community; and can set goals and have the drive and passion to work toward achieving them.	We need a clear MTSS system that is integrated assessing, tracking, and team decision making for intervention for behavior, social-emotional needs AND academics; looking at the whole child not each part separately. While we are driving to improve our academic achievement within the district it seems it is at the expense of mental health and social-emotional needs of our students and staff. It has become a "grind culture". We need to invest in keeping fully staffed counselors and full time social workers in each building. We need invest in supporting building level staff with instructional coaching not just new probationary educators. We need to invest in educator self care acknowledging the myriad of staff who are suffering, feeling depleted, considering leaving the profession or worse contemplating suicide due to the pressures they face in our education system. It is not just our students facing pressures, mental health issues, financial issues and adversity.	Licensed Staff

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I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	5th Priority	4th Priority	3rd Priority	2nd Priority	6th Priority			making good progress but also being aware of progress.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority					
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority			Ability to move on to the next phase in their life		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	5th Priority	3rd Priority	2nd Priority	6th Priority	Our community partnership shouldn't be the only place to advocate for robust and culturally specific support. There should be a better push to hire and retain BIPOC staff within the school district itself. We should definitely still expand on our communication and positive relationships with our community partners on top of that!	Provide a safe environment in which both families and community groups feel seen/heard and represented. It's important to establish genuine relationship beyond surface level and be able to communicate with folks in their language (world language wise, but also cultural wise since we all come from different stories, methods of being raised, and situations). A face value a community partner might tell you that they are good because they've learned to adapt to the bigger school system, but honestly we should be creating a space in which they feel at ease to voice out their needs and experience in what best practices work for our grander community.	Success should extend beyond just academic knowledge, but also on social and emotional expect. Students should feel accepted, represented, and feel like they are being cared for in the long run of things.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	3rd Priority	4th Priority	2nd Priority	5th Priority	6th Priority					Classified Staff
I do not agree with these priorities and believe we should reprioritize for next year	5th Priority	3rd Priority	1st Priority	4th Priority	2nd Priority	6th Priority	Students can't learn if they don't feel safe. Behaviors that traumatize students and staff make for an awful learning environment.	Hire more social workers.	Being able to access the learning materials in a way that is effective for each student so that they are able to learn the curriculum.		Community Member
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority	Hiring enough staff to safely instruct and provide the necessary safety of the students.	Get the parents to understand that they are pivotal in regards to the behavior of their child and that any negative behavior effects everyone at the school. Parents need to understand that the school is not a free baby sitting service.	Being given the opportunities to try and hopefully successfully succeed at any extra curricular activity they choose to embark upon.		Administrator or Director
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	5th Priority	1st Priority	2nd Priority	6th Priority	3rd Priority	4th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	5th Priority	4th Priority	2nd Priority	3rd Priority	6th Priority	The adopted Social Studies curriculum (Active Classroom) is outdated by multiple revisions to the state standards which were must recently updated in 2024. It is also not user friendly for the students, and none of the teachers at my school use it as their primary curriculum, if at all. I would like to see an opportunity for our district to adopt something that is up to date and usable instead of spending our money on a program that people aren't using.	Finding a way to motivate families to make sure that their kids get to school on time every day would be a great start. We can't effectively support their needs if they aren't here.	At the district level, success is a student graduating high school with the skills and knowledge that they need to go forward and be successful in their personal, academic, professional, and civic lives. At the middle school level, success means students promoting from 8th grade to high school ready for the academic and social demands of high school.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	6th Priority	2nd Priority	4th Priority	3rd Priority	5th Priority					Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	4th Priority	5th Priority	3rd Priority	2nd Priority	6th Priority			That the focus for students should be more academic rather than social. Social has been a distraction from the things they should be learning for their future.		Caregiver, Parent, Guardian

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I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority		Parenting courses/classes to understand what is being asked of their children at school and what they should be doing to support at home. (In my experience-Kindergarten, 30 years- many parents are willing to partner in the work, but just weren't sure what they should be doing.)		Please consider a more developmentally appropriate Kindergarten schedule. Give them time to be 5 and 6. So much time is required for academics, that students aren't being given time to explore, wonder, interact, question, imagine, etc. If we are truly concerned about 'cognitive overload' we would integrate more age-appropriate activities in a Kindergarten's day. Learning can still be done in this way. Kindergartners are burnt out with this academics-only schedule. (Behaviors are escalating and social-emotional regulation is suffering.) Please consider more developmentally appropriate practices for Kindergarten. Thank You	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	5th Priority	3rd Priority	2nd Priority	1st Priority	6th Priority	Professional development, curriculum and academic resources.	Identifying students' needs as early as possible. Robust SEL education that resonates with students. Effective multilingual communication to parents in each of our families' languages.	Experiencing the joy of learning and growing alongside friends and peers in a safe, welcoming, culturally responsive environment. Developing into increasingly independent learners with the support of teachers, community partners, peers and family.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	3rd Priority	6th Priority	4th Priority	5th Priority		Racial equity and neurodiversity affirming training for all district staff. Parent partnerships and volunteering in schools. Partnering w community organizations to address root cause issues like housing stability and adult mental health services.	Every student belongs and it's working toward their full potential. Every student graduates with a plan for further education or employment.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	3rd Priority	4th Priority	5th Priority	2nd Priority	6th Priority	Take care new commers and parents feel understood. Some kiddos will need a bilingual education (not all of them but some of them).	Stronger Oregon are doing a great job, connecting with students "and" parents.	Feel Included!	New commers will need to feel understood by teachers.	Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	6th Priority	1st Priority	4th Priority	2nd Priority	5th Priority	3rd Priority	You cannot run a successful business if you're not compensating your employees adequately.	Allow the experts (i.e. teachers & specialists) to help with the decision process.			Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	2nd Priority	5th Priority	3rd Priority	1st Priority	6th Priority	No, but I feel like focusing on safety and staff wellness is also a huge part of academic success. All members of the school community must have our needs met before we can achieve higher order academic growth.		Feeling safe and loved.. always. Even on hard days. Being accepted for who they are. Not being terrified of violence from other students.. Being able to explore their interests in an encouraging environment. Learning social, emotional, and academic skills to be become healthy, successful adults.		Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	4th Priority	2nd Priority	5th Priority	3rd Priority	6th Priority		Classes or workshops with families for mental health by counselors and/or community groups.	Learning the skills to be a functioning member of society and knowing how to learn and grow independently.	Music and other arts are critical to student success! Students in music classes tend to do better academically than their non-music peers, and there are lots of "soft" skills learned in music classes that help students in any career they choose.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	5th Priority	2nd Priority	4th Priority	3rd Priority	6th Priority		We need more interpreters for a variety of languages at each school building so that we can better communicate with families. How can we create a strong partnership with families if we struggle to communicate with them?	This is of GREAT concern for me. I have discovered that our students in general lack motivation. I find that they don't have the drive or desire to achieve something if it takes time or multiple steps even when support is provided along the way.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	3rd Priority	6th Priority	1st Priority	2nd Priority	5th Priority	Supports for recent arrivers (newcomers) and their families---the services so greatly needed seem to be reduced year after year. We've been talking about it for years. Most people agree that we once had a much stronger system of supports than we have now. Given the shifts in our world and local community, an increase in newcomers will likely continue.	Families can be supported and their value honored via community partnerships and continual outreach at the school and district level; while it might not rank as high on the above scale, in order to have student success, we have to continue to build and grow these connections.	Academic and behavioral success look different for individuals. While making space for neurodiversity and linguistic differences success, generally speaking would demonstrated by students being engaged in activities, progressing academically and progressing socially. We strive to have students who are well educated people who are positively contribute to their community (in and out of school) AND we demonstrate caring by SUPPORTING their success.	Social and emotional stability, calm, fun engaging classrooms and high expectations must be supported by our systems, district-wide and not just dependent on the luck of the draw for our students.	Licensed Staff

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I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	6th Priority		Have clear expectations and boundaries around what is acceptable behavior at school. When students are not able to meet those expectations have a clear plan for how and where we will support their needs. Parents and families need to be involved in the communication and planning for how students will be supported. When students have needs that fall outside of the realm of a general ed classroom we NEED to have places for them to go. Denying students the proper placement because there is not an open space available is unacceptable.	Success means that students have the confidence to pursue learning in spite of challenges or difficulties they face. Success means they have access to the supports that fit their needs and allow them to demonstrate growth in academics as well as social emotional skills.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	6th Priority	4th Priority	5th Priority	3rd Priority	2nd Priority		Dont take away behavior support EAs like you did this year.		The priority of student success is high and should continue to be high. However the microscope put on elementary teachers this year is disheartening. We are highly qualified, but you are treating us as if we are not. When we get feedback from our admin saying we cannot take 10 mins out of our day to read a book for pure enjoyment to our class because it is not HMH curriculum, you are making school militant and all joy is being sucked out of the classroom. I have worked in the district for over a decade and I hate it here this year.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	4th Priority	3rd Priority	5th Priority	2nd Priority	6th Priority	Prepping kids for future careers and being financially literate.	Focus on parental support. If kids are struggling at home their parents are likely struggling as well. Maybe something like parent support groups per school would help parents lift each other up.	Ability to read, write, do basic math, understand basic scientific concepts, and are financially literate.	I think the district should devote time to developing vocational networks for students to access as they enter middle and high school. The network would be made up of local parents (of current and/or former Reynolds students) who are willing to share knowledge and best practices about their specific vocation. This way students can essentially tap free mentor-level knowledge from people in their own community. Also, regarding priorities, I believe safe, secure, and clean facilities are tied in with staff retention.	Caregiver, Parent, Guardian
I do not agree with these priorities and believe we should reprioritize for next year	6th Priority	3rd Priority	5th Priority	1st Priority	2nd Priority	4th Priority	Social/ emotional learning, trauma informed practices, and developmentally appropriate instructional minute guidelines	Allow social emotion learning everyday as well as play time that is developmentally appropriate to the grade level.	A student that is health, happy, and showing growth both socially and academically	Our district needs to focus on the whole child. Currently we are only looking at curriculum and have taken all the fun out of school. We aren't seeing students make the gains that they could be because they are not engaged in lessons. Teachers aren't able to use their professional judgement to create lessons and experiences that stay with students for a life time. Instead teachers are forced to regurgitate curriculum word for word with no room for differentiation. Students are bored, under stimulated, and have nothing to look forward to. Their developmental needs aren't being met. The district needs to take a hard look at what they are asking teachers to teach and the impact that is having on the students and teachers.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority	No	Regular, positive communication with families to make them feel more involved in their students school life. Having teams (maybe per school or per grade level) to reach out to a variety of community groups and see how they feel most comfortable partnering with schools whether that is with donating supplies, coming into schools to inform students and/or staff, or providing other services. Possibly a living document of community groups we partner with and are able to reach out to as grade level teams to align with what is happening in the classroom.	Success for a student means that a student is able to understand and follow expectations and routines. It also means that a student is able to make adequate growth throughout the school year.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	3rd Priority	2nd Priority	6th Priority	5th Priority	1st Priority	4th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	5th Priority	3rd Priority	4th Priority	2nd Priority	6th Priority					Licensed Staff

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I agree with these priorities and that we should maintain these for next year	1st Priority	3rd Priority	4th Priority	5th Priority	2nd Priority	6th Priority	Keep kids in schools: robust, tiered elective programs have proven success. We need to fund music, art, drama, robotics, mechanics, and other electives as much as possible. These are the things keeping kids in schools. MEET THE STATE PE REQUIREMENT FOR ALL STUDENTS - SIXTH GRADERS NEED PE	More events for families. Higher pay for bilingual teachers.	Attending school more than 90% of days. Being involved in a community - football, band, ceramics, whatever it may be. Those are the things that will get students ready for college and/or careers. Success is when students are fully rounded and want to be in school. Grades improve when students are involved.	Students stay in school when they are part of the school community. Supporting our electives and extra curriculars will support our students.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	4th Priority	2nd Priority	3rd Priority	5th Priority	1st Priority	6th Priority	Being very clear and transparent about district and schoolwide processes around student and staff safety (ie: students hitting staff, major behavioral challenges in classrooms, etc.) to help support staff and students in a timely manner.	Keep everyone working with the student informed of challenges in behavior, skill building, next steps (SST, IEP, Safety Plans) to help retain support staff who feel left in the dark.	To feel safe and able to learn, and to measure progress by individual growth/strengths vs standardized testing.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	3rd Priority	1st Priority	4th Priority	5th Priority	2nd Priority	6th Priority	I think we need to focus on retention at title 1 schools. Staff leave these schools at much higher rates. Why? Because they are harder to work at. Everyone knows that, but we never to anything to address it. Ideas: 1. Stipend for all teachers who stay 3 to 5 years (if you already have, you earn it), and a yearly stipend as well. 2. If you work at a school with 100% free and reduced lunch, you can also eat school lunch for free (staff used to eat at 4 corners for free, it really helps the pocketbook.) 3. Extra budget for staff events: happy hours, catered lunches, holiday gatherings. Anything to keep the spirit up.	We need an alternative middle school. I was brought here to start one and it lasted one year. We did not have a counselor, any mental health faculty, curriculum, or a decent building. There are some kids, like me in middle school, who just don't fit the mold. I love RLA, and think this needs to happen with funding and support. We also need to recognize this kids who do well and show out in school. I work in middle school and this is severely lacking. We spend so much time on the 3% of kids always in trouble (and I was one, so I empathize), that we forget the kids who do really well. Our middle school recognitions are a sham and everyone knows it. You can go to middle school for 3 years, fail every class, and get in fights 10 times a year and go take pictures and get flowers. What are we teaching by doing this? If we have to do this, we should have another GRADUATION for kids who meet requirements we set. This should be earned and funded appropriately	I addressed this in the last question. If we have a promotion that everyone can come to, WHAT DOES SUCCESS MEAN IN MIDDLE SCHOOL? We have to set some basic standard and expectations. Then they will strive for them. The bar is so low right now that kids like me don't care. I was always in trouble and never cared. When they told me I had a certain time to get my grades up or be held back, I did it every year. We have to make middle school mean something.	We have to address the phones and staff retention at title one schools. The number one thing you can do for students who don't have stability at home is have a consistent staff. This is where you can start building culture and warmth in the school.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	6th Priority	5th Priority	3rd Priority	2nd Priority	4th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	4th Priority	2nd Priority	5th Priority	3rd Priority	1st Priority	6th Priority	Staff wellness and retention - must address our pay.	More efficient supports-- taking the duty off of teachers, REMOVING PAPER REFERRALS (ridiculous)/ actual action plan with referrals, treating students like humans with trauma instead of students who are trying to hurt us and getting those students actual supports with data driven effectiveness, principals or community groups connecting with families more-- the duty seems to be on us teachers 24/7 when it should be more evenly divided.	Students are safe enough and supported enough to give their best effort in all activities in school	Our district (and this school) needs to do better.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	4th Priority	3rd Priority	5th Priority	6th Priority	We are given false choices. Student/academic success and Student health/wellness cannot be disjointed. they occur concurrently. The systems in place to assure the achievement of these goals are also so intertwined and deserve full attention.		Elimination of barriers to students' pursuit of life, liberty, and happiness.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	4th Priority	3rd Priority	5th Priority	6th Priority	We are given false choices. Student/academic success and Student health/wellness cannot be disjointed. they occur concurrently. The systems in place to assure the achievement of these goals are also so intertwined and deserve full attention.		Elimination of barriers to students' pursuit of life, liberty, and happiness.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	4th Priority	5th Priority	1st Priority	6th Priority	3rd Priority	Student health and well being. Access to basic needs in order to create a better learning environment	Many wonderful things are already being done. More access and translation available for Russian or Eastern European parents.	Not only academic success, but the background and base to be able to continue learning		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	3rd Priority	2nd Priority	5th Priority	4th Priority	6th Priority					Licensed Staff

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I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	4th Priority	5th Priority	6th Priority	Just because a priority is ranked towards the bottom, it DOES NOT mean that I don't think it is important. I wish all could be ranked #1 or #2!	More health professionals in the buildings. Our school does a great job of offering many services to our families, but it seems that we could still increase our partnerships. What do families and community groups say? Are they open to more help? And if so, what kind of help?	To learn to the best of their ability. To show significant growth. To set goals and achieve them. To have each grade level prepare them for the next. To graduate from high school and have choices for the future.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	3rd Priority	4th Priority	5th Priority	2nd Priority	6th Priority		Raise expectations for families to address their child's mental health needs outside of what schools can provide.	Functioning in a visibly safe and secure environment with expectations and structure to pursue academic success and personal competency development.		
I agree with these priorities and that we should maintain these for next year	1st Priority	3rd Priority	5th Priority	2nd Priority	4th Priority	6th Priority	No	Surveys for what families need.	Comes to school, finds a way to get themselves ready to learn, actively listens, tries their work, asks for help when needed, and meets their goals		Licensed Staff
I agree with these priorities and that we should maintain these for next year	6th Priority	2nd Priority	5th Priority	1st Priority	3rd Priority	4th Priority		Physically bring in more community partners to engage with families and meet their needs. Students are much less likely to be "successful" at school if their basic needs (food, stable housing, safety, etc) are not being met at home. Families are stressed, in survival mode, living in unsafe neighborhoods. They cannot prioritize school while living in these circumstances. Schools are now a major way that families access services-- we need more social workers, counselors, mental health, and resource navigation within our schools to meet these growing needs.	Success should mean feeling respected, feeling safe (emotional and physical), etc. But staff also have a right to feel respected and safe-- staff realistically cannot be effective educators if they are not supported and respected by the district.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	3rd Priority	5th Priority	4th Priority	2nd Priority	6th Priority			I think success for our students is that they are making consistent and reasonable progress from where they are each year. We need to meet our students where they are and see that they make consistent progress. If they aren't making progress, we need to figure out why and get them the help they need.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	5th Priority	4th Priority	1st Priority	3rd Priority	2nd Priority	6th Priority	Outside safety measures and play areas for FLS and LS (SPED) classes at Woodland Elementary.	- Therapy groups? - Sensory Spaces	Feeling welcomed and safe. Showing both academic and behavioral growth throughout their school year.	Please consider putting Woodland Elementary on a top priority list. We need better safety measures for students that run. Glisan is a very busy street! We need more work space. The SUN coordinators have a makes office in the former copy/ work room. The one copier, small table and laminator are in a corner of the staff room next to a microwave.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	4th Priority	3rd Priority	5th Priority	2nd Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	5th Priority	3rd Priority	2nd Priority	6th Priority	4th Priority	Not that I can think of. I don't see sports, which actually makes me happy	Keep sending out good communication from the schools	Knowledge and skills		Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	6th Priority	1st Priority	2nd Priority	4th Priority	3rd Priority	5th Priority		Cultural ice cream social at beginning of the school year. Games, music, fun. Community partners can have tables to share info. Parents can get one-on-one trainings on how to use ParentVue and Schoology.	Growth. Success means that they are gaining knowledge and skills each quarter socially and academically.	Phones. I think you all are working on it, but we need a firm line drawn on when and where students can use phones. If the district is serious about student success, they will demand that phones are not used by students during the school day.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	4th Priority	5th Priority	3rd Priority	1st Priority	6th Priority	Information. I never know what days my kid has off and parent square does not have them	Listen to concerns. I have no had any issue since this area	Trying their best. Having access to suport		Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	6th Priority	4th Priority	2nd Priority	3rd Priority	5th Priority				If money has to be moved around please do not take it from the art or music programs.	Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	5th Priority	4th Priority	6th Priority	Ability to attend school use bathroom facilities without fear of bullying/abuse.		To read, write, and perform mathematics at grade levels.		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	5th Priority	4th Priority	1st Priority	2nd Priority	3rd Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority					Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	1st Priority	4th Priority	3rd Priority	5th Priority	6th Priority	SPED needs fixing. Reynolds SPED program is very broken. Students are not being met with regularly and being the most vulnerable students it is very sad.	Get more supports for working with students with ADS and mental health issues that cause students not to be ready to learn. Behaviors are exploding, especially at the early	Sucess would look like a student being ready to learn and feeling safe at school each and everyday and having school needs met.	Thank you for asking	Licensed Staff

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I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	4th Priority	3rd Priority	5th Priority	2nd Priority	6th Priority	None	We could create a group via Viber or any communication tool that we could communicate, where teacher could provide info to parents, it's a one-way information giving, only from Teacher or School, so we parent will get notification and receive message and information at the same time.	Well growing by his/her age, in knowledge as well as health, communication, sport, etc.	None	Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	4th Priority	3rd Priority	5th Priority	6th Priority	Elementary buildings need to make Noon Assistants to Full Time Assistants. This position is a 2.5 hour assignment that often goes vacant. Admin needs to pull staff away from critical assignments to cover this duty. At times, the principal will need to cover. Having Full Time Assistant jobs will be more enticing for prospect hires than a 2.5 hour job.				Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	1st Priority	3rd Priority	2nd Priority	6th Priority	5th Priority	Addressing growing pressures in special education. Growing enrollment are straining our current systems both contained classroom and general education placed students.	Parent education on the impacts of heavy screen time on their child's development and educational readiness.	Being able to come to school ready to learn and having the ability gain skills to pursue learning.		
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	2nd Priority	4th Priority	1st Priority	6th Priority	5th Priority	NA	N/a	2 meals and after-school programs for future proofing truancy and less stress on parents who both work and single parents who must work	N.a.	Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	3rd Priority	2nd Priority	4th Priority	5th Priority	6th Priority			Learning life skills.		Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority			Being able to read, write and understand mathematics.		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	3rd Priority	4th Priority	5th Priority	2nd Priority	1st Priority	6th Priority		Communication is a big factor.	Not being overwhelmed		Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	4th Priority	2nd Priority	5th Priority	1st Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	4th Priority	5th Priority	3rd Priority	1st Priority	2nd Priority	6th Priority					
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority	I think students need the ability to have more resources for needy families and making it a priority to help them succeed in school for their future.	I'm not sure exactly sure but we definitely need to help those children with behavioral and mental health. Maybe providing classes to help students understand themselves or someone around them and how to handle these situations.	Being able to graduate and maintain a job for their future. Kids need to know they have the help available to them to help them with anything they may be struggling with.		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	6th Priority	1st Priority	5th Priority	4th Priority	3rd Priority	2nd Priority					Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	3rd Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	6th Priority	5th Priority	Continuation of free meals for all students regardless of federal or state funding, or title 1 standing.	Continued and expanded social workers presence in school.	High academic achievement while supporting the growth of future adults through the creation of critical thinking and problem solving skills.		Caregiver, Parent, Guardian
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	3rd Priority	4th Priority	5th Priority	2nd Priority	6th Priority	Bus trips	Support parents and don't do things without parental support. Teen years are confusing and going against parents for something a teenager things they want to choose. Studies show their minds are NOT developed until in their 20s so you need to support parents as they support & guide their children. School is not a parent and needs to focus on education. That Will meet the mental health of the students. Bullying IS an area Reynolds must focus on. No tolerance for mean students! Meaning one child picking on another student - bullying IS not defined as same child doing something 3 times then considered Bullying!	Learning at or beyond the standard Grade level. And graduation at College level education.	RHS is unsafe! Several times a week I get messages about threats. My children are reporting feelings unsafe and sees violence daily. The bathrooms are broken and disgusting.	Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	4th Priority	5th Priority	2nd Priority	3rd Priority	1st Priority	6th Priority	We need more youth sports programs in the Reynolds district for younger kids. Gresham Barlow District have all that but we don't.	I don't really know how to answer this because I have not needed any service or been involved with this.	I feel like success is when a student is learning and they're having fun and they're safe and love coming to school.		Caregiver, Parent, Guardian

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I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	5th Priority	4th Priority	3rd Priority	2nd Priority	6th Priority	Yes, your completely missing SUPPORT CAFETERIA/MEALS. my SPED Kid goes to RHS, and first off I'm not seeing from district what was promised for 6 lines of food, more variations like Chinese food/ Etc, more QUANTITY, my kid/others are complaining of NOT enough food, cause they only get 1 drumstick, or like the added Lemon grass chicken >which allergy too. Soo we disability poverty family has make a home lunch at least 4 times a month, plus doesn't like food touching, or weird combinations like chicken tator tot casserole, Ewww. Also you have some BAD TEACHER/EA STAFF, the start of this year has been HELL, I've had more stress as a mom in last 2 months then whole covid time. My kid is NOT getting the Support they need, added stress to already difficult time.	COMMUNICATION, ESPECIALLY FROM TEACHERS/CASE MANAGER/UPPER STAFF. Parents need to know more than just parent vue, we are told nothing about classes, assignments, grades, etc. I just meet a New Freshman family hosting a Halloween party and the mom doesn't even know who.the Case mänge is for her son. Specifically my kid WAS getting mental and behavior support last 2 years BUT NOT THIS YEAR, my Kids CM/teacher DOES NOTHING, I've reported this and nothing yet has happened, she NEEDS to be fired. My kid didn't eat for 2 days cause of the neglect of staff, and her CM has violated IEP MANY MANY TIMES SINCE DAY 1 OF SCHOOL, putting my kids safety also at risk 5 times and most recent Encouraging my kid to Hate school and being yelled at by OTHER STAFF. I can go on....	My SPED KID has gotten and maintained above average 3.7 GPA, been honor roll, and society. And has parents we expect the teachers, etc to help as a village, help encourage maintain, ALL KID CAN BE! And get that H.R. Cord at graduation!	Transportation was ROUGH TOO, I think the class time schedule change was a HUGE MISTAKE, Doesn't fit our lifestyle, in fact screwed it up. I am thankful that RHS is on top of the safety of students and parents get notified of any threats. I don't agree the locked Phone policy. My kid needs it by side for communication device.	Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	1st Priority	2nd Priority	6th Priority	5th Priority	4th Priority		Better discipline at school. Too many behavioral issues go unaddressed and continue to occur. Stop babying the student, parents need to do their part in the discipline, so schools should hold the parents accountable so they get involved. More involvement of the parents before things get out of control.		We need books or resources/paper for students to take work home. They go to school get no homework, how are they to know the material and get good test scores if they don't practice? The system is failing them.	Community Member
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	4th Priority	5th Priority	3rd Priority	1st Priority	6th Priority	No	Apollandonos mutuamente a través de reuniones	El éxito significa el aver alcanzado el objetivo de ser un buen estudiante con excelentes resultados,alcanzando sus metas cada día más todo gracias a el extraordinario trabajo que realizan todo el personal de la escuela.		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	3rd Priority	1st Priority	5th Priority	2nd Priority	4th Priority	6th Priority	Our kids need places to play their outdoor sports. More than once has the promise of a football field that can host varsity games been promised and broken. They need a baseball field too. I know we're a poor district, but how are we the second largest school in the state, and we don't have the necessary fields for our kids to play on?	Our kids are a mess because of Covid struggle with connection and trust. They need to feel important and safe in a classroom that is done by developing a good relationship with the teacher. The other thing that needs to happen as the block schedule needs to be done with kids struggle with ADHD of a hard time through regular class, let alone a 90 minute class. Even adults struggle sitting that long and focusing. Getting out of school later, Means sports go later, which means less time to have dinner with their family. It's a mess all around.	Success means overcoming something they were struggling with. It can't be measured by a grade.. The student who fights his anxiety every day to get out of bed and finally does so for a week should feel Successful...but all they end up with are failing grades.		Caregiver, Parent, Guardian
I do not agree with these priorities and believe we should reprioritize for next year	3rd Priority	2nd Priority	5th Priority	1st Priority	4th Priority	6th Priority	N/A	Have teachers watch an educational video on different learning disabilities (ADHD/Autism..) to better understand the signs in both boys and girls so parents can be informed of potential learning disabilities, and teachers/counselors can implement learning strategies or tools to better help students.	Knowledge of what tools to use without given instruction.	While safety is top priority, The students and teachers supports and wellness should be top priority. If the children feel supported/respected they are happy and more motivated to learn. If teachers are happy they are motivated to teach, are more connected with students(get respect), which makes them less stressed, and the rest falls into place.	Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	3rd Priority	4th Priority	6th Priority		Establish a process for teachers/ staff to follow that ends with the students and their families being connected with our in-house services as well as any outside agencies. When there is no standard process many students fall through the cracks in buildings that haven't taken incentive to create their own process.	They are fed, feel safe, and feel like they are part of a caring community.		Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	3rd Priority	5th Priority	1st Priority	2nd Priority	4th Priority	6th Priority	Well my kid goes to a school old enough I could have attended it, that has a parking lot falling apart with holes, not enough SUN space for a fraction of the kids. I should say there are significant focus areas missing	Cut administrator salaries higher in the district and invest in more direct aid staff in classrooms for students, field trips, SUN availability for more students. Sorry but if the money has got to come from somewhere, someone needs to make a sacrifice for the kids finally.	To avoid being spiritually ground down by the other kids' terrible behavior that goes unchecked by administrators shrugging and saying their hands are tied, not enough staff, not in the budget, and manage to get an education sufficient to move on to secondary school or trades	Missed opportunity in not more actively recruiting parent help in a poor district. People won't do for free because we lack the time and resources. Compensate parents to help improve the school, walk the halls, certify for after care. Think outside the box.	Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	5th Priority	3rd Priority	2nd Priority	6th Priority	Fundings are scared so spend them only and focus on academic success please.	Get parents involved earlier in the process.	Academic achievements which school district is there to facilitate!		Caregiver, Parent, Guardian

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	5th Priority	1st Priority	2nd Priority	3rd Priority	4th Priority	6th Priority					Classified Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	4th Priority	5th Priority	6th Priority		More mental health services, and mindfulness education rolling out to elementary students asap. Then create programs to continue that through their educational journey into secondary education.	Independent thinkers who are motivated to be lifelong learners.		Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	5th Priority	2nd Priority	4th Priority	3rd Priority	1st Priority	6th Priority					Classified Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	5th Priority	2nd Priority	4th Priority	3rd Priority	6th Priority	Not at the moment.	So far building a communication system between parents and teachers/staff. So far I'm happy for having that.	I like to think that it takes a village to build a student success. Having parents get involved the best they can in their child's school and behavior. Success means motivation to want to get better and feel good about themselves and helping others.	I Appreciate what the principal and staff are doing and excited for this school years activities/afterschool programs.	Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	3rd Priority	2nd Priority	6th Priority	1st Priority	5th Priority	4th Priority		They need more time in the classroom for SEL. Families need stability and resources (these aren't always things we can control I know)			Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	5th Priority	2nd Priority	4th Priority	3rd Priority	6th Priority	No.	Cell phone policy. Early interventions related to attendance and student incidents.	Multiple opportunities to be successful after graduation - regardless of the path they choose to follow.		Administrator or Director
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	5th Priority	4th Priority	3rd Priority	6th Priority				The reason I put staff before students is because without focusing on the wellbeing on the staff our students success can't happen. Teachers, counselors, social workers, classified staff, admin need support and care in order to care and teach effectively for our students.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	5th Priority	1st Priority	3rd Priority	4th Priority	2nd Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	3rd Priority	4th Priority	1st Priority	5th Priority	6th Priority			For some students, it means learning how to be a student in a school setting. How to listen to teachers, how to respect teachers and other students, how to do the work.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	5th Priority	4th Priority	1st Priority	3rd Priority	2nd Priority	6th Priority	Student emotional health and wellbeing should be explored as a priority. While academic success is important to a healthy democratic society, younger children need play, creative time, and less curriculum driven instruction. We should look at striking a balance between play and learning in the elementary schools. Well balanced learning days should be a priority.	Caregiver educational groups. I think public education has a special power in providing classes to folks who are raising children. But also listening to the community members and understanding their priorities for their children's education. There are a lot of cultural differences in the district thus a number of educational beliefs and philosophies held by families. Academic success can be achieved if families and the district align.	Healthy students who are fed nutritious meals and real food. Not food that is akin to gas station food. Also allowing children to get as much food as they need during lunch time. Not limiting them to 1 helping. Success can also mean well balanced curriculum. Not just teaching reading skills. Children will never grow in learning if we continue to focus on "literacy skills" they need science, art, social studies, project based learning, more recess time. It's also not wasting educators time and doing professional development on the same curriculum all the time. We need more diverse professional development. Exploring theories, methodologies, and concepts rather than ECRI training.	I appreciate the training in SOR. However we need to focus more on whole learning. There is plenty of research that comments on the need for science and social studies to be taught. This is where vocabulary strengthens, neural pathways are made, more engagement and better behavior. A continued focus on just literacy is going to drive our schools further into failure. Children need a variety of subjects at an early age in order to be successful in middle and high school and beyond. The district should also consider creating licensed preschool positions and serving the community in this way. Community partners are nice, but we could really positively impact the community by adding preschool programs to each school. We would be able to identify and support our most vulnerable students (early intervention) and the community would be more likely to enroll students appropriately for kindergarten and we'd have more academically and behaviorally successful students in the long term.	Licensed Staff

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I don't fully agree with these priorities, but I can support maintaining these for next year	5th Priority	1st Priority	6th Priority	3rd Priority	2nd Priority	4th Priority	Not that I know of. I believe that Staff Wellness and Retention are foundational to ALL the other priorities. It's lame to rank Academic Success 5th, but honestly, when the other priorities are supported, academic success is enhanced. The lagging priority of Safe and Well-maintained facilities simply reflects the lack of resolve within the community and the State to appropriately fund education. How is it even possible that the largest High School in the State doesn't have a soccer/football stadium? It's criminal.	More community involvement and more direct interventions between students and their community group/partners. Also, more clearly communicated, supported and enforced expectations for pro-social / pro-school / pro-academics will inevitably lead to greater success. Says I.	Feeling safe, welcome and having REAL opportunity to acquire the academic fundamentals needed to be semi-well rounded, functional members of our society.	Too often, our focus on accommodating the needs of the few, undermine the ways in which we serve the many. We need more options and more supports. I don't wish to leave challenged students behind, but we need the resources and time to be able to serve them WITHOUT hampering the success of others. We need to PUSH HARD against the state to work to receive appropriate funding levels! I would like to see ALL the Districts and collaborate with ALL the Unions to begin a campaign to pressure the Oregon Legislature to create an equitable and sustainable funding situation for our state. For US to have to fight these battles every 3 years is bull%*^ and the Governor and the State should be working harder to fix these problems. How many districts need to pull up WAY in the hole before the people of Oregon realize there is a real, systemic problem.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	4th Priority	2nd Priority	3rd Priority	5th Priority	1st Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	3rd Priority	2nd Priority	5th Priority	6th Priority			Diploma with strong reading and math skills. Clear ideas of next steps to do once school is over to become contributing member of community.		Administrator or Director
I agree with these priorities and that we should maintain these for next year	2nd Priority	5th Priority	6th Priority	1st Priority	3rd Priority	4th Priority		Clearly defined programs for counselors vs. social workers. Identified spaces in each building for confidential mental health providers, full time social workers in each school	Removal of barriers to access education. Increased access to culturally relevant and challenging curriculum for all students. Removal or reduction of exclusionary discipline practices (kids cannot learn if they are not allowed to come to school) Accountability for school leaders that overuse exclusionary discipline practices.		Administrator or Director
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	6th Priority	3rd Priority		Consider hiring a behavior tosa instead of academic tosa. Continue involvement from outside supports such as Trillium, Stronger Oregon, etc. Creating partnerships with local businesses.	a successful student is one that can access instruction and feel supported and cared for		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	4th Priority	2nd Priority	5th Priority	3rd Priority	6th Priority	Athletic facilities at the middle schools and high school. Athletic opportunities for middle school students.	Increased face to face communication and events to build the relationship between home and school. More social workers in the buildings, prioritize relationship building amongst students and staff. Homeroom period at the high school. Hosting parent nights in different neighborhoods. teachers get on buses prior to the school year starting and go to different neighborhoods to meet incoming freshman, 6th graders, or kindergartners.	That they leave our district confident to pursue their goals. They have the skills to problem solve, advocate and think critically. They have formed meaningful lasting and impactful relationships with peers, teachers and other staff. That they have either been accepted to a college, trade school and have a clear plan for their next step. That they have the skills to be financial literate, physically and mentally healthy as well as confident not concerned about their future.	I would love to see athletic facilities be a part of the conversation going forward. We are the only 6A high school in Oregon that does not play home football games at the high school itself, and also the only 6A school that does not have a turf stadium that could be used for soccer, football and track. It is extremely difficult to build school spirit when "home" football games require students to find their own transportation to the game. Not only would the high school benefit, but the youth programs in the community could have access as well, which would also build a strong sense of pride in the area. Looking at Gresham High School for example, they have youth sports using their facilities on a daily basis. At the high school we have more than enough space to have athletic facilities for all sports both boys and girls that students, staff and the community would be proud of. As a former student athlete myself I am saddened to see the same facilities and locations being used in 2024 as in the late 90's and early 2000's with very few upgrades and improvements.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	4th Priority	2nd Priority	3rd Priority	5th Priority	6th Priority					Classified Staff

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I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	5th Priority	3rd Priority	2nd Priority	4th Priority	6th Priority			A successful student in the Reynolds School District receives a well-rounded in education which gives them a wide range of options after they graduate. They not only receive consistent instruction in math and language arts, but also receive robust instruction in science, social studies, and pe/health. Successful students have many opportunities to study the arts which includes music. Successful students have opportunities to participate in athletics and other clubs.	Elementary school boundaries need to be addressed.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	6th Priority	5th Priority	Most of these are actually quite intertwined. They do not really stand alone. I'm not sure we get solid academic success without strong student support systems. I don't think we get safety and security without well-maintained facilities.	Community based parent education programs. Help parents learn how to help their kids. We also need more positive events at schools so that people feel welcomed generally.	Ownership of one's own education. A voice. Students need to feel heard. They need school to be safe. And they need school to be challenging, not just a step they have to navigate.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	5th Priority	1st Priority	2nd Priority	4th Priority	3rd Priority	6th Priority				We have a potential problem with mice in Our school for the last 3-4 weeks, with no resolution or mitigation so far.	Classified Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	5th Priority	4th Priority	3rd Priority	6th Priority	If staff feels cared about, we have more to give.	Wrap around services	Perseverance, growth, and community		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	2nd Priority	5th Priority	4th Priority	3rd Priority	6th Priority			For some students, a positive safe place to attend on a semi regular basis. For other students the chance to get help moving from their current skill level to a level closer to their grade level. Another group of students could have the opportunities and challenges to heighten their abilities even further above their grade levels.	All of the priorities deserve First place ranking. Secure well maintained facilities have become more of a concern over the last 15 years.	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	3rd Priority	5th Priority	4th Priority	2nd Priority	6th Priority					Caregiver, Parent, Guardian
I do not agree with these priorities and believe we should reprioritize for next year	5th Priority	2nd Priority	1st Priority	3rd Priority	4th Priority	6th Priority	Ensuring all students have the materials needed to participate in any class.		Success for a student in our schools means that students are provided all necessary materials to participate in class, students feel they belong to a school culture, and that students are held accountable to their success and failures.	Provide each middle school and high school with enough instruments to ensure that no student is turned away from Band or Orchestra.	Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	6th Priority	3rd Priority		There seem to be lots of community partners, and lots of resources in the area. I wonder about increasing ways that the district can communicate these to the community. Parts of our website? Social media? ParentSquare? Back-to-School Night? Conferences?	Receiving the supports they need in order to achieve the goals they have, especially in removing predictable disparities.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	3rd Priority	2nd Priority	5th Priority	4th Priority	6th Priority			Academic knowledge		Caregiver, Parent, Guardian

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority	Help students that are falling behind and getting more and more missing assignments before they getting bad grades, overwhelmed, want to quit school. The school wants Cell phones put in a bag or some container when they come into class. I could see when students get up for their next class, someone gets to the phone area before that person does and all of a sudden people are missing their phone. See if the students have any good alternate ideas. Is Saturday school still a thing? They can catch up on homework and get help if needed. Could that also make up for an unexcused absence. Let student know about an on campus pass, so they don't get in trouble if they happen to have no class that period, or come in the school before one period ends and their 2nd period is their first class of the day, again they can get in trouble if caught in hallway without a tardy pass. Can the school check on their own teachers and make sure they aren't screaming or being disrespectful at the students whether it was called for or not. They could have sent them to the office before they get to that point.	Show faculty What to look for a student struggling in that area. Our family has seen that only faculty that has experienced either of these, can see it with a student. The of faculty never saw it. Maybe have community groups that can help, build a rapport, some positivity, like PALS when that was still going, or like friends of the children(obviously they didn't get picked in kindergarten), or some volunteers that can come in the morning, or at lunch, end of school, but be there to boost moods(like the dads that came into a school that had fights going on often). They came in started talking with students were out in the halls, talked with them about something they like to do, a smile and hello). After 2 weeks they were seeing improvements with students, fights were hardly happening. It was a state in the SE US. It made the news. Pick a day and activity and an area like the MPR to have it in, that way they are close to the after school buses(maybe have the students vote on what they would like to do or learn to help them find joy in something, or how they can appropriately get their anger out they could try to do at school to calm down), have a MH or Behavior health community group come in and lead that maybe along with have school counselors, or a teacher that might have knowledge in something that would work or that interest the student.	That they are thriving in their classes, their grades are good or improvement. They like coming to school, they do their very best to be on time to school and classes. They able to get help with homework or has a teacher that will answer questions if the student has one about the class work or assignment. They know what's required subjects(like 2 years of Spanish), so they don't learn about it their senior year.		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	2nd Priority	3rd Priority	6th Priority	1st Priority	5th Priority	4th Priority	We need more access to one on one's for students who need them to help be successful in classes. They can be temporary or long term. We lack resources in this area as well has have lengthy processes to receive the one on one's for students. This results in frustration for students and teachers. We risk students' self-esteem and social inclusion with peers being diminished in the lengthy time it takes to process one on ones. It can create burn out for teachers, EAs and staff when there isn't additional help.	Better training for teachers and EAs on best practices. Partnerships with culturally diverse partners with additional assistance with current equity issues and practices specific to the schools.	Students feeling understood, cared for and accepted. Students to have a love of learning, a wanting to expand their knowledge and grow. They would have skills to help them cope and the ability to recognize their capabilities to do hard things.	I love and believe in this district, its community and schools. Creating a positive atmosphere can go a long way in the way we approach teaching, students and our overall daily duties. The narrative often is one of exasperation and depletion, it shows in the way employees interact and show up for students and each other.	Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	4th Priority	5th Priority	2nd Priority	1st Priority	6th Priority	I believe that all of the above priorities are important and required for successful schools. Ranking a particular priority as a "6" in no way means that it isn't important and shouldn't be a focus.	Parenting classes, easy/convenient mental health referrals with help from school social workers and counselors.	Students will be most successful when their basic human needs are met. When the family cannot meet these needs, schools can utilize social workers and counselors to help support students/families with their basic needs. We cannot focus on academics fully when basic human needs--food, clothing, shelter; safety, security, etc.--are not met. Looking at Maslow's hierarchy of needs helps put this into perspective.	I think with good organization and leadership, we can do all of the above--and do it well.	Classified Staff
I agree with these priorities and that we should maintain these for next year	5th Priority	1st Priority	2nd Priority	3rd Priority	4th Priority	6th Priority					Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	2nd Priority	3rd Priority	5th Priority	1st Priority	6th Priority	na	bring them in to volunteer	They attend regularly, they adhere to school/class expectations, they are able to get an education free from disruption/ constant behaviors impeding instruction, they have a wide range of classes that they can take that are more hands on and that they enjoy		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	3rd Priority	1st Priority	2nd Priority	4th Priority	5th Priority	6th Priority	Equipment/Vehicles and supplies needed for Grounds and Manintence to do maintain school grounds Need to bring back a Custodial Supervisor	Placement of SPED students to give the most academic and social needs. Not just dump them into a classroom with out all the supports needed. If you show the Staff and community that Education is a priority with supporting student needs would be a good start.	A good environment that is not micromanaged and has the supports needed. Teachers who really work on non contract days. Days should not be buddied up to holiday breaks.	Give support to classified staff. This district is having classified staff burn out. Doing work out of classification because of the need to support staff and students. Classified staff not getting clear directions and just being shuffled around. Distrcit meetings with no follow up. Meeting cancelled. No ground work is done before school starts. (Secretaries)	Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Classified Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	5th Priority	2nd Priority	3rd Priority	4th Priority	1st Priority	6th Priority					Licensed Staff

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I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	3rd Priority	6th Priority			It's important as it molds their future		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	2nd Priority	3rd Priority	4th Priority	1st Priority	5th Priority	6th Priority					Administrator or Director
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	6th Priority	3rd Priority	5th Priority	4th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority	Those topics are general enough to cover lots of ground.	Meet them outside school hours sometimes.	On the pathway to graduating, feeling safe at school and not at risk of bullying or other violence, being able to get to and from school, and having support to complete school activities and assignments b	None	Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Specialist or Supervisor
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	4th Priority	3rd Priority	2nd Priority	5th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	3rd Priority	6th Priority	2nd Priority	5th Priority	4th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	3rd Priority	4th Priority	1st Priority	5th Priority	2nd Priority	6th Priority		Professional development for staff to help support staff in identifying the needs of students and families. And ensuring staff are aware of available resources to share with students and families.	Access to high-level classes and resources to help them succeed (i.e. tutoring, clubs, food pantries, clothing pantries, etc.). Access to mental health supports, counselors that are highly trained to support student needs, and admin that recognize when counselors/other support staff need more training to meet the needs of students/families.		Specialist or Supervisor
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	3rd Priority	5th Priority	6th Priority					
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	4th Priority	5th Priority	3rd Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority	No	Con grupos pequeños	Asistencia y trabajos en conjunto		Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	4th Priority	5th Priority	3rd Priority	1st Priority	6th Priority					Specialist or Supervisor
I don't fully agree with these priorities, but I can support maintaining these for next year	5th Priority	3rd Priority	4th Priority	1st Priority	2nd Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	5th Priority	3rd Priority	2nd Priority	1st Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	2nd Priority	5th Priority	3rd Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	5th Priority	3rd Priority	4th Priority	6th Priority					Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	5th Priority	4th Priority	3rd Priority	2nd Priority	6th Priority					Classified Staff
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	5th Priority	4th Priority	2nd Priority	3rd Priority	6th Priority		Create a better MTSS system.	Being able to actively engage in all learning opportunities.		Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	4th Priority	5th Priority	1st Priority	3rd Priority	2nd Priority	6th Priority					
I don't fully agree with these priorities, but I can support maintaining these for next year	1st Priority	3rd Priority	6th Priority	4th Priority	2nd Priority	5th Priority					
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	3rd Priority	5th Priority	4th Priority	1st Priority	6th Priority	We need female SMT		more Teachers her that look like them		Classified Staff

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I agree with these priorities and that we should maintain these for next year	1st Priority	4th Priority	5th Priority	3rd Priority	2nd Priority	6th Priority	Facilities for which student athletes practice and compete in are very very outdated and have been the same for over 20 years. Especially when one looks around at others schools in the district and the state. Football still played at MHCC at a cost to the district, still playing baseball and tennis at the middle school where travel is needed by the athletes as well as student supporters. Updated facilities can not only support the student athletes but the community as well. A strong community is always a positive. Reynolds very much needs to address these inequities. Students, staff and the community deserve better.	Emphasis at each level to help and make sure students are ready for the next level in their education - Elementary school students ready for Middle school- Middle School ready for High School. Students know what is expected of them and what is not, and that there is help available. Teacher awareness to possible help needed as not all students will reach out. Absolutely make sure parents are also aware of expectations of their child. Accountability at all levels.	Prepare students for their future. Laying the groundwork for their path to success.	I really would like to see more recognition of student successes. There are many students who not only scholastically and athletically excel but also contribute to the community. Why not celebrate these Reynolds students? Additionally all of the listed items listed for the Board should be priorities. Set a high level do not accept less. Students and staff deserve it. Thank you	Community Member
I do not agree with these priorities and believe we should reprioritize for next year	5th Priority	2nd Priority	1st Priority	4th Priority	3rd Priority	6th Priority	You can not have "Academic Success" at a reasonable level, without Safe functioning buildings and staff retention.		Currently Grades and completion. Focus, should be on the whole student and enriching their lives through education.		Licensed Staff
I agree with these priorities and that we should maintain these for next year	2nd Priority	1st Priority	3rd Priority	4th Priority	5th Priority	6th Priority					Licensed Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	5th Priority	4th Priority	3rd Priority	6th Priority	Student health and wellness				Caregiver, Parent, Guardian
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	5th Priority	6th Priority	2nd Priority	4th Priority	3rd Priority	We have no "accountability" for students who destroy property daily, "we clear out classrooms "when we should "clear out "the student instead. We reward unacceptable behavior with rewards like time in a "Rainbow Room" or "Fun Room" or "Playtime Room". It seems we are setting up students for failure later. More attention is focused on the "one" rather than the many. No systems seem to be in place for students who are not benefiting from regular classrooms, which are many more now.	Hold parents accountable along with students in contracts, behaviors, support, etc. Many students in elementary do not belong in a public school. We even get students who are not "potty" trained these days, or cannot function at all on a daily basis. They are "followed" by a staff member and wander most of each day. This is not helping them. We need a better, faster way to get students the correct help they need early, rather than scooting them through grade after grade with nothing changing	When each student thrives and wants to be here to learn by experience, rather than memorizing. When each student is in an environment that enriches their lives, not just baby sits for absent or non participating parents.	I am retiring this year after 20 years in an elementary school. Although I am a cafe manager I have seen much in those years and also taught SUN classes prior to becoming manager. I am so sad to say that it is far worse now than when I started at my school. Students are not getting the benefits of the millions of dollars spent to keep schools open. We are top heavy. I see less and less coping skills in young students, more social and behavioral problems. I see staff burning out as there is not a good system in place to help nurture and keep students accountable at the same time. I see frustrated teachers who feel no support and students looking unhappy more & more. This is a reflection of our district policies I believe and also the world we live in.	Classified Staff
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority	n/a	informing families and possibly hosting events about it	Feeling safe in order to do well in academics, having staff who are caring, understanding to teach students and not accepting bullying in schools.		Classified Staff
I agree with these priorities and that we should maintain these for next year	4th Priority	3rd Priority	1st Priority	2nd Priority	6th Priority	5th Priority	Creo que no	Haciendo grupos	Que va avanzando cada día		Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	3rd Priority	4th Priority	5th Priority	2nd Priority	1st Priority	6th Priority	In regards to school safety and student support systems, these two areas are very intertwined. We do not have enough support staff to maintain school safety.	We need more outside intervention. We have families and students in mental health crises.	Success means finding joy in school, a feeling of safety, engaged in academic success, and a feeling of community. We are sucking the joy out of school with the school schedules inflicted on children.	I do wonder if the board is really interested in these priorities. I've never seen a board member at my school, and I haven't heard of a school that has had one visiting any school.	Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	3rd Priority	5th Priority	4th Priority	2nd Priority	6th Priority					Caregiver, Parent, Guardian
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority	6th Priority					Caregiver, Parent, Guardian
I don't fully agree with these priorities, but I can support maintaining these for next year	2nd Priority	3rd Priority	4th Priority	1st Priority	5th Priority	6th Priority	A coherent program for students who don't speak English. Currently, there is nothing on the website and teachers are left to figure it out on their own.	Improve outreach to community groups and in-house communication about the community groups currently engaged our buildings.	Graduation with options that meet their interests and abilities.	Payroll should function. These mistakes should be embarrassing and result in no confidence in the districts ability to manage resources. I almost quit because I was told the error in my pay didn't exist, rather than the person I was talking to being willing to walk through the math with me, so we could identify the error (or demonstrate that there was one.) All I got from them was "Nope, it is correct."	Licensed Staff
I don't fully agree with these priorities, but I can support maintaining these for next year	5th Priority	1st Priority	6th Priority	3rd Priority	2nd Priority	4th Priority					Specialist or Supervisor

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I agree with these priorities and that we should maintain these for next year	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	6th Priority		Build relationship with community and families first. Want families to come to school and know what happening. How we communicate. Make accessible for families to come to school. Celebrate student success more and know to community. Fix facilities so when people drive by or got school on weekend - they feel it is cared for and want to come. Continue through middle and high school - don't stop the things we do at elementary there. Offer things are families to support their own students.	Students can navigate the systems, advocate for self, and have skills to pursue own goals and dreams.	Our district allows the stigma of our community to be okay and a part of our cultural. Our facilities are old, not replaced and maintained, and are below standards. We do not get are awesome work into our community enough. We need to work more with community members to want to celebrate and support our schools and students.	Licensed Staff
I do not agree with these priorities and believe we should reprioritize for next year	6th Priority	1st Priority	2nd Priority	3rd Priority	5th Priority	4th Priority	social-emotional wellness	adequate staff to support student needs at school, adequate training for those staff, collaborate with outpatient supports and non-clinical community groups as able. reframe safety and security to be supportive and collaborative relational dynamics - violence begets violence, and armed security and metal detectors are expensive interventions that tend not to help the problem, and tend to exacerbate mental/behavioral health issues.	social-emotional wellness needs to be a higher priority. social determinants (that can be only minimally impacted by school interventions/supports) hold more sway over academic success by any measure than school interventions like switching to a different approach for math or literacy. universal standardized testing promotes teaching to the test which reduces available time and resources for supports that are useful for students. today's students have been through a pandemic (that is now endemic) and families frequently struggle with meeting basic needs. building social-emotional skills can do more for our students to be able to adjust to a changing world and stay grounded than training them to sit still and blindly follow directions. some kids graduate high school and go to college, for that population success means a specific academic and extra-curricular thing. for everyone else, and also for college-bound kids, walking away from school (every day, not just after high school) with tools and skills and confidence in being able to name, navigate, and communicate about their emotions will do much more to support their own success in life, and will also go further to support a cooperative and peaceful society.	i understand that a lot of requirements come from the state or federal level, especially about amounts of time required to focus on specific academic markers and standardized testing requirements. that said, as a district you have room to work creatively within that for how you implement it and also the ability to advocate back up to state regulations to have more higher-up support for being able to meet the needs of the students and families. let's reframe the question to be considering what schools can do to help build successful communities, where neighbors work together to solve problems and support one another. building cultural competence/literacy and teaching social-emotional skills will do more for the communities our students grow into (and therefore for our students) than trying to improve graduation rates, GPA's or test scores.	Caregiver, Parent, Guardian

In reflection of the budget priorities listed above, please select the response with what you most closely agree.	Academic Success	Staff Wellness and Retention	Safe and Well-Maintained Facilities	Student Support Systems	School Safety and Security	Robust, Culturally-Specific Community Partnerships	Are there any significant priorities or focus areas missing?	How can we better work with families and community groups to meet the mental or behavioral health needs of our students?	What does success mean for a student in our schools?	Other Comments:	What is your relationship to the District?
I do not agree with these priorities and believe we should reprioritize for next year	1st Priority	5th Priority	4th Priority	3rd Priority	2nd Priority	6th Priority	No	<p>To better support students' mental and behavioral health, collaboration with families and community groups is essential. Here are some strategies to build those connections effectively:</p> <ol style="list-style-type: none"> 1. Establish Open Communication Channels: Regular communication with families and community groups through newsletters, social media, and dedicated meetings can foster trust and open dialogue. Offering multilingual resources and varying communication methods can help reach more families. 2. Engage in Collaborative Planning: Involve families and community representatives in planning initiatives. When families have a say in the programs that affect their children, it increases buy-in and makes support strategies more relevant. 3. Culturally Responsive Training: Train staff in cultural competence and humility to better understand the diverse backgrounds of students and their families. This can help create inclusive environments where students and their families feel seen and supported. 4. Leverage Community Resources: Partner with local mental health agencies, nonprofits, and cultural organizations to offer on-site counseling, workshops, and other support services. These partnerships can extend the reach of support available to students. 5. Provide Family Workshops and Support Groups: Offering workshops on topics like stress management, positive behavior reinforcement, and adolescent mental health awareness can empower families to support their children's well-being. Providing a safe space for families to share experiences can also create a supportive network. 6. Develop a Family and Community Advisory Board: An advisory board consisting of parents, students, and community members can serve as a valuable resource for feedback and ideas. This board can guide school policies and ensure they reflect the needs and values of the community. 7. Create Safe Spaces and Programs for Students: Encourage students to join support groups, peer mentoring programs, or extracurricular activities that address social and emotional needs. Community volunteers, including parents, can lead some of these initiatives. 8. Promote Mental Health Awareness: Organize mental health awareness events to reduce stigma and increase understanding. Family-oriented activities can be a great way to start conversations about mental health in a supportive environment. <p>Building strong partnerships with families and community groups creates a more holistic approach to supporting student mental health, ensuring the necessary support systems are in place both at school and at home.</p>	<p>Success for a student in today's schools is a multi-dimensional concept that goes beyond traditional academic achievement.</p> <ol style="list-style-type: none"> 1. Academic Growth and Achievement: While grades and test scores are important, success includes a student's ability to develop critical thinking, problem-solving, and foundational skills in various subjects. It's about showing consistent growth, regardless of starting point, and reaching individual learning goals. 2. Social and Emotional Well-being: A successful student feels valued, supported, and emotionally secure. They develop resilience, empathy, and strong interpersonal skills, enabling them to navigate relationships and handle stress effectively. Emotional well-being helps them to be self-aware, manage emotions, and contribute positively to the school community. 3. A Love of Learning: True success involves nurturing curiosity and a lifelong love for learning. When students are engaged, motivated, and passionate about their studies, they become empowered to continue exploring and learning independently. 4. Creativity and Innovation: Success means students are encouraged to think creatively, explore new ideas, and take intellectual risks. This ability to innovate prepares them to adapt to changing environments and excel in future challenges. 5. Cultural Awareness and Global Citizenship: Successful students appreciate diversity, understand global issues, and respect different perspectives. They are prepared to contribute to their communities and the world in a responsible, culturally competent, and empathetic manner. 6. Preparedness for Future Goals: Schools aim to equip students with the skills they'll need for higher education, careers, and life. This includes not only academic readiness but also practical life skills like financial literacy, time management, and effective communication. 7. Sense of Purpose and Confidence: A student is successful when they believe in their potential and have a clear sense of direction or purpose. Schools play a key role in helping students identify their strengths, explore interests, and set realistic, meaningful goals. 8. Adaptability and Resilience: Success also means students can adapt to change, learn from failure, and persevere through challenges. Building resilience helps them develop a growth mindset and a positive outlook on learning and life. <p>Ultimately, success in school means fostering well-rounded individuals who feel confident, capable, and connected to their learning journey, ready to make a positive impact in their communities and future endeavors.</p>	Na	Caregiver, Parent, Guardian



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Policy Updates: First Reading

Type: Action Item Report / Presentation

Policy: BF: Policy Development

Date: December 4, 2024

Connection to Strategic Plan Goal Topics:

- Marginalized Students
- Student and Staff Wellness
- Culturally Responsive Teaching
- Professional Development

Summary / Background:

The following policies were included in the fall 2024 batch of OSBA updates or were part of the policy audit OSBA conducted with the district last year. This is a first reading on the following policies:

Policy Number	Policy Name	Update Summary / Notes
Section A/B: Board Governance		
AC	Nondiscrimination and Civil Rights	Required policy. 34 CFR § 106.45 requires grievance procedures for complaints of sex discrimination. OAR 581-021-0655(3) requires policy regarding civil rights coordinators. added language for civil rights.
AC-AR (1)	Discrimination or Civil Rights Complaint Procedure	Required administrative regulation. OAR 581-022-2370 requires districts to have complaint procedures, including for complaints of discrimination. Federal law also requires discrimination, including sex discrimination, complaint procedures. Districts are required to designate civil rights coordinators who have a responsibility to “oversee investigations of complaints alleging discrimination.” Districts are also required to have Title IX Coordinators. Updated to add civil rights language.
AC-AR (2)	Sex-Based Discrimination Under Title IX	Highly Recommended; NEW. This administrative regulation (AR) is intended to provide guidance to district administrators when handling Title IX-related issues. These requirements here are in addition to requirements in other applicable complaint procedures.
Section G: Personnel		
GBN/JBA	Sexual Harassment	Required policy. The requirement for this policy comes from ORS 342.700

		and OAR 581-021-0038. Review Board policy AC - Nondiscrimination and Civil Rights for consideration of Title IX and sex-based discrimination. Added civil rights language and removed federal language.
GBN/JBA-AR (1)	Sexual Harassment Complaint Procedure	DELETE in lieu of new AC-ARs
GBN/JBA-AR (2)	Federal Law (Title IX) Sexual Harassment Procedure	DELETE in lieu of new AC-ARs
GCBDA/GDBDA	Family and Medical Leave	Highly Recommended. The law does not require districts to have a board-adopted policy, but the district is required to follow the law; having policy and an administrative regulation in place can assist with compliance. Updated language based on ORS and adding PFMLI language.
GCBDA/GDBDA-AR (1)	Family and Medical Leave	Highly Recommended. Full delete of current adopted policy and adoption of new version.
GCBDC/GDBDC	Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave)	Highly Recommended. Moved definitions to the end of the policy and added clarifying language.
GCBDC/GDBDC-AR	Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave	Highly Recommended. Applies to employers who employ six or more employees in Oregon and meet the definition of "covered employer." Updated language.
Section I: Instruction		
IIA	Instructional Materials	Highly Recommended; Recommendation is to delete the current policy IIA "Instructional Resources / Instructional Materials" and replace it with the new version.
IIA-AR (1)	Instructional Materials	Optional; Recommended to delete current AR(1) "Instructional Materials / Program Adoption Procedure" and replace it with this new AR.
IIA-AR (2)	Reconsideration of Core Instructional Materials	Optional; Recommended to delete current AR(2) "Challenge of Instructional Materials" and replace it with this new AR.
IIA-AR (3)	Reconsideration of Supplemental Instructional Materials	Optional; Recommended to delete current AR(3) "Challenge Request Form for Instructional Materials" and replace it with this new AR.
IIA-AR (4)	Reconsideration of School or Classroom Library Materials	Optional; NEW
IIA-AR (6)	Independent Adoption of Core Instructional Materials	Optional; NEW
IIBGA	Electronic Communications System	Required; Updated to match current technology uses
IIBGA-AR	Electronic Communications System	Updated to match current technology uses
IIBGB	Web Pages	Recommendation for deletion.
IKF	Graduation Requirements	40 Required Updates: OAR 581-022-2115(13) requires districts to also have a policy on student-initiated test impropriety (model

		<p>language to meet this requirement is also in policy IL – Assessment Program);</p> <p>OAR 581-022-2120 requires districts to have a policy about proficiency in Essential Skills in student languages of origin (currently waived through the 2027-28 school year);</p> <p>OAR 581-022-2020(3) requires districts to establish criteria for the certificate of attendance in policy.</p>
IKFB	Graduation Exercises	Optional: Clarifies OARs related to cultural and military dress; Adds Certificate of Attendance
Section J: Students		
JECA	Admission of Resident Students	Minor word change updates.
JFE	Pregnant and/or Parenting Students	Required policy. Nondiscrimination language added. The requirement for policy comes from ORS 336.640.
JFE-AR	Individualized Plan for Pregnant and/or Parenting Students	Minor updates.
JHCD	Medications	Required policy. Full replacement – delete current JHCD/JHCDA policy and replace new JHCD policy. The requirement for policy comes from ORS 339.866 (2).
JHCD-AR	Medications	Required administrative regulation Full replacement – delete current JHCD/JHCDA-AR and replace with new JHCD-AR. The requirement comes from ORS 339.866 (2).
Section K/L: Community Relations		
KG-AR	Community Use of District Facilities	Updates to match the current process.
KN-AR(1)	Relations with Law Enforcement Agencies	Added language regarding the Immigration and Customs Enforcement agency.

Previous Board Action:

The Board reviews and approves all policies.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



Code: AC
Adopted: 1/04/07
Revised/Readopted: 5/13/10; 9/09/15; 6/13/18;
8/23/23; 5/22/24
Orig. Code(s): AC

Nondiscrimination and Civil Rights

The district does not discriminate on any basis listed below and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual’s perceived or actual race¹, color, religion, sex², sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans’ status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans’ status of any other persons with whom the individual associates.

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

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

~~The Board designates the executive director of human resources as the district’s civil rights coordinator.~~

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents/~~guardians~~, and staff with their names, office addresses, and phone numbers.

The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district’s administrative office and available on the home page of the district’s website.

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

² 34 CFR § 106.10 provides “discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.”

~~Complaints regarding noncompliance with nondiscrimination legislation shall be processed through the appropriate district policy and/or regulation.~~

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

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination³ required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the training requirements in OAR 581-021-0660 (2)-(3)

³ The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.006	OAR 581-021-0045
ORS 192.630	ORS 659A.009	OAR 581-021-0046
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0047
ORS 332.505	ORS 659A.030	OAR 581-021-0650 - 0665
ORS 408.230	ORS 659A.040	OAR 581-022-2310
ORS 659.805	ORS 659A.103 - 659A.145	OAR 581-022-2370
ORS 659.815	ORS 659A.230 - 659A.233	OAR 581-075-0001 - 075-0005
ORS 659.850 - 659.860	ORS 659A.236	OAR 581-075-0901
ORS 659.865	ORS 659A.309	OAR 839-003
ORS 659A.001	ORS 659A.321	
ORS 659A.003	ORS 659A.409	

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

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

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

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

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

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

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

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

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

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

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

Cross Reference(s):

ACA - Americans with Disabilities Act

ACB - Every Student Belongs

GBA - Equal Employment Opportunity

GBEA - Workplace Harassment

JB - Equal Educational Opportunity

KL - Public Complaints



Code: AC-AR(1)

Adopted/Revised/Reviewed: 1/04/07; 5/13/10; 9/09/15; 6/13/18; 8/23/23

Discrimination or Civil Rights Complaint Procedure

Any person, including students, staff, visitors and third parties, may file a complaint.

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

Step 1: Complaints of sex-based discrimination received by the district, in addition to the procedures outlined below, must follow additional requirements in AC-AR(2) - Sex-Based Discrimination Complaints.

Complaints may be oral or in writing and **must** be filed with the principal or civil rights coordinator.

Any staff member that receives an oral or written complaint shall report the complaint to the principal. If a complaint is filed with the civil rights coordinator, the civil rights coordinator will forward it to the principal. If a complaint is filed with the principal, the principal will notify the civil rights coordinator of the complaint. The civil rights coordinator will oversee the investigation conducted by the principal and ensure the investigation is resolved.

The principal shall ensure that any required notices are provided.¹

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

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

The superintendent or designee shall review the principal's decision and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the principal's decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

¹ See the following for notice requirements:

1. Administrative regulation ACB-AR - Bias Incident Complaint Procedures
2. Administrative regulation AC-AR(2) - Sex-Based Discrimination Under Title IX
3. Board policy GBN/JBA - Sexual Harassment

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 30 days of receipt of the appeal by the Board.

If the principal is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent or designee. The superintendent will notify the civil rights coordinator.

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party. The Board chair will direct notification to the civil rights coordinator.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel. The Board chair will direct notification to the civil rights coordinator.

Complaints against the Board chair may start at Step 3 and be referred directly to the Board vice chair. The Board vice chair will direct notification to the civil rights coordinator.

All complaints, including those starting at Step 2 or later, will meet all legal requirements. The civil rights coordinator will oversee these requirements.

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

The complainant may appeal² the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001~~075-0001~~ - 581-002-0023~~075-0045~~ (the rules are amended by OAR 581-075-0901 until April 30, 2025) if: the complainant resides in the district, is the parent/guardian of a student who attends school in the district, or is a student; AND 1) the complainant has exhausted local complaint procedures; 2) the district failed to render a written decision within 30 days of submission of the complaint at any step (unless the district and complainant have agreed in writing to a different time period for that step); or 3) the district failed to resolve the complaint within 90 days of the initial filing of the complaint.

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a)~~075-0010~~ (the rules are amended by OAR 581-075-0901 until April 30, 2025).

DISCRIMINATION OR CIVIL RIGHTS COMPLAINT FORM

Any person, including students, staff, visitors and third parties, may file a complaint.

An online complaint form can be found on the RSD website.

Name of Person Filing Complaint	Date	School or Activity
Student/Parent <input type="checkbox"/> Employee <input type="checkbox"/> Job applicant <input type="checkbox"/> Other <input type="checkbox"/> _____		

Type of discrimination or harassment:

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

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

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

Suggested solution/resolution/outcome: _____

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

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



Code: AC-AR(2)
Revised/Reviewed:

Sex-Based Discrimination Under Title IX

Definitions

“Discrimination on the basis of sex” includes discrimination on the basis of sex-stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

“Complainant” means:

A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or

A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the district’s education program or activity at the time of the alleged discrimination.

“Complaint” means an oral or written request to the district that objectively can be understood as a request for the district to investigate and make a determination about alleged discrimination.

“Consent” means the knowing, voluntary and clear agreement by all parties to participate in the specific act.

“Parental status” means the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is:

1. A biological parent;
2. An adoptive parent;
3. A foster parent;
4. A stepparent;
5. A legal custodian or guardian;
6. In loco parentis with respect to such a person;
7. Actively seeking legal custody, guardianship, visitation, or adoption of such a person.

“Peer retaliation” means retaliation by a student against another student.

“Pregnancy or related conditions” means:

1. Pregnancy, childbirth, termination of pregnancy, or lactation;
2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

“Sex-based harassment” is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on bases described in 34 CFR § 106.10, that is:

1. **Quid pro quo harassment.** An employee, agent, or other person authorized by the district to provide an aid, benefit, or service under the district’s education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct;
2. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the district’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected the complainant’s ability to access the district’s education program or activity;
 - b. The type, frequency, and duration of the conduct;
 - c. The parties’ age, roles within the district’s education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. The location of the conduct and the context in which the conduct occurred; and
 - e. Other sex-based harassment in the district’s education program or activity; or
3. Specific offenses including sexual assault, dating violence, domestic violence, and stalking.¹

“Supportive measures” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

1. Restore or preserve that party’s access to the district’s education program or activity, including measures that are designed to protect the safety of the parties or the district’s educational environment; or
2. Provide support during the district’s grievance procedures under 34 CFR § 106.45, and if applicable 34 CFR § 106.46, or during the informal resolution process under 34 CFR § 106.44(k).

Notice of Nondiscrimination

The district will provide notice of nondiscrimination to students; parents, guardians, or other authorized legal representatives of elementary school and secondary school students; employees; applicants for

¹ See 34 CFR § 106.2, *Sex-based harassment (3) Specific offenses* for definitions.

admission and employment and all unions and professional organizations holding collective bargaining or professional agreements with the district. This notice will be continuously available on the district website, be posted in multiple locations, be made available in the languages of the communities served by the district, and be disseminated annually to staff, students, and families in an accessible manner.² This includes, but is not limited to, each handbook, catalog, announcement, bulletin, and application form that the district makes available to persons entitled to the notice.

Sample notice:

The district does not discriminate on the basis of age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, and gender identity.

The district prohibits sex discrimination in any education program or activity it operates, as required by Title IX and its regulations, including admission and employment.

Inquiries about Title IX may be referred to the district's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

The following have been designated by the district:

Title IX Coordinator, Civil Rights Coordinator, and Title II Coordinator:

Ethan Synder

1204 NE 201st Ave; Fairview, OR 97024

esynder@rsd7.net

503.661.7200

Section 504 Coordinator:

Holly Altiero

2408 SW Halsey St; Troutdale, OR 97060

haltiero@rsd7.net

503.661.7200

The district's nondiscrimination policy and grievance procedures can be located on the Reynolds School District website in the "About" section.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Reynolds School District website. The "Public Complaints and Procedures" link is in the "About" section.

The following may also be used in district publications:

The district prohibits sex discrimination in any education program or activity it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at reynolds.k12.or.us/district/non-discrimination-notice

Training Requirements

² This reflects the requirements for the Title IX notice (34 CFR § 106.8(c)(1)) and Oregon law OAR 581-021-0045(4).

The district will ensure the following individuals receive training related to their duties under Title IX promptly upon hiring or change of position which alters their duties under Title IX or this administrative regulation, and annually thereafter. The training must not rely on sex stereotypes.

1. All employees must be trained on:
 - a. The district's obligation to address sex discrimination in its education program or activity;
 - b. The scope of conduct that constitutes sex discrimination under Title IX and regulation, including the definition of sex-based harassment; and
 - c. All applicable notification and information requirements.
2. All investigators, decisionmakers, and other persons³ who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures must be trained on the following topics to the extent related to their responsibilities:
 - a. The district's obligations under 34 CFR § 106.44 (District's response to sex discrimination);
 - b. The district's grievance procedures;
 - c. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
 - d. The meaning and application of the term 'relevant' in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under law.
3. All facilitators⁴ of an informal resolution process must be trained on the rules and practices associated with the district's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias;
4. The Title IX Coordinator and any designees must be trained on their specific legal responsibilities⁵, the district's recordkeeping system related requirements, and any other training necessary to coordinate the district's compliance with Title IX.

The district will make all training materials available upon request for inspection by members of the public.

Title IX Coordinator Duties

The Title IX Coordinator is responsible for coordinating the district's compliance with its obligations under Title IX.

When notified of conduct that reasonably may constitute sex discrimination under Title IX, the Title IX Coordinator must take the following actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrent, and remedy its effects:

³ This requirement is in addition to the requirements in 1. above for all employees. This requirement may include board members.

⁴ This requirement is in addition to the requirements in 1. above for all employees.

⁵ See 34 CFR §§ 106.40(b)(3) and 106.44(f) and (g).

1. Treat the complainant and respondent equitably;
2. Offer and coordinate supporting measures for complainant and respondent, as appropriate;
3. Notify the complainant or, if the complainant is unknown, the individual who reported the conduct of the grievance procedures (including informal resolutions process as appropriate);
4. If a complaint is made, notify the respondent of the grievance procedures (including informal resolutions process as appropriate);
5. In response to a complaint, initiate the grievance procedures;
6. In the absence of a complaint or the withdrawal of any or all of the allegation in the complaint, and in the absence or termination of an informal resolution process, determine whether to initiate a complaint of sex discrimination⁶. If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the district from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint;
7. If initiating a complaint, notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures; and
8. Regardless of whether a complaint is initiated, take other appropriate prompt and effective steps, in addition to steps necessary to effectuate the remedies provided to an individual complainant, if any, to ensure that sex discrimination does not continue or recur within the district's education program or activity.

Additional Requirements under Title IX

If the district has knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity, the district must respond promptly and effectively. Each district employee⁷ must

⁶ To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:

1. The complainant's request not to proceed with initiation of a complaint;
2. The complainant's reasonable safety concerns regarding initiation of a complaint;
3. The risk that additional acts of sex discrimination would occur if a complaint were not initiated;
4. The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the respondent is an employee of the district;
6. The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
8. Whether the district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedure.

⁷ Does not apply to confidential employees, as defined in 34 CFR § 106.2.

notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX.⁸

The district will treat complainants and respondents equitably.⁹

The district requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.¹⁰

The district presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.¹¹

The district will follow timelines in AC-AR(1) – Discrimination or Civil Rights Complaint Procedure. Timelines may be amended in accordance with that procedure.¹²

The district will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

If a complainant or respondent is a student with a disability, the Title IX Coordinator must consult with one or more members of the student’s Individualized Education Program (IEP) team or the group of persons responsible for the student’s placement decision as required by law.¹³

Records related to complaints, notifications and trainings will be kept in accordance with 34 CFR § 106.8(f).¹⁴

The Title IX Coordinator must monitor the district’s education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX and take steps reasonably calculated to address such barriers.

⁸ This requirement does not apply to an employee who has personally be subject to conduct that reasonably may constitute sex discrimination under Title IX.

⁹ 34 CFR § 106.45(b)(1).

¹⁰ 34 CFR § 106.45(b)(2).

¹¹ 34 CFR § 106.45(b)(3).

¹² 34 CFR § 106.45(b)(4).

¹³ 34 CFR § 106.8(e).

¹⁴ Records documenting the information resolution process, the grievance procedures, any resulting outcome, records documenting the actions the district took to meet obligations under this regulation and training materials must be kept for a minimum of seven years.

Complaint and Grievance Procedures¹⁵

The district has adopted complaint procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations. These procedures can be found in AC-AR(1) - Discrimination or Civil Rights Complaint Procedure.

The following persons have a right to make a complaint about sex discrimination, including complaints of sex-based harassment, requesting that the district investigate and make a determination about alleged discrimination under Title IX:

1. A “complainant,” includes:
 - a. A student or employee of the district who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
 - b. A person other than a student or employee of the district who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the district’s education program or activity;
2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
3. The district’s Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment under Title IX only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with requirements of 34 CFR § 106.44(f)(1)(v).

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

1. Any student or employee of the district; or
2. Any person other than a student or employee who was participating or attempting to participate in the district’s educational program or activity at the time of the alleged sex discrimination.

Individuals may be able to file complaints under different laws and procedures.

The district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

¹⁵ See 34 CFR §§ 106.8(b)(2) and 106.45.

Notice of Allegations

Upon initiation of the district's Title IX grievance procedures, the district will notify the parties in writing of the following:

1. The district's Title IX grievance procedures and any informal resolution process;
2. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
3. Retaliation is prohibited; and
4. The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the district provides a description of the evidence the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

If, in the course of an investigation, the district decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the district will notify the parties of the additional allegations.

Investigation

Using established investigative procedures, the district will provide for adequate, reliable, and impartial investigation of complaints.

The burden is on the district—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The district will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The district will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The district will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The district will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

1. The district will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the district provides a description of the evidence, the district will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon request of the party;

2. The district will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
3. The district will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses

The district will provide a process that enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the district to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

1. Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
2. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's consent or witness's voluntary, written consent for use in its grievance procedures; and
3. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Determination whether Sex Discrimination Occurred

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the district will:

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred;
2. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;

3. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination;
4. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
 - a. Coordinate the provision and implementation of remedies to a complainant and other people the district identifies as having had equal access to the district's education program or activity limited or denied by sex discrimination;
 - b. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
 - c. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the district's education program or activity.
5. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
6. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Dismissal of Complaints

The district may dismiss a complaint of sex discrimination if:

1. The district is unable to identify the respondent after taking reasonable steps to do so;
2. The respondent is not participating in the district's education program or activity and is not employed by the district;
3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the district determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
4. The district determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the district will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the district will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the district will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The district will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the district will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

1. Procedural irregularity that would change the outcome;
2. New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the district will:

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
2. Implement appeal procedures equally for the parties;
3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
6. Notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the district will, at a minimum:

1. Offer supportive measures to the complainant as appropriate;¹⁶
2. If the respondent has been notified of the allegations, offer supportive measure to the respondent as appropriate; and
3. Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the district's education program or activity.¹⁷

Appeal of Determinations

Appeals may be filed in accordance with AC-AR(1) - Discrimination or Civil Rights Complaint Procedure.

Informal Resolutions

¹⁶ See 34 CFR § 106.44(g).

¹⁷ See 34 CFR § 106.44(f).

In lieu of resolving a complaint through the district's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The district does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with Federal, State, or local laws.¹⁸

Supportive Measures

The district will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the district's education program or activity or provide support during the district's Title IX grievance procedures or during the informal resolution process. For complaints of sex-based harassment, these supportive measures may include but are not limited to, counseling; extensions of deadlines and other course-related adjustments; restrictions on contact applied to one or more parties; leaves of absence; changes in class or work, and training and education programs related to sex-based harassment.

Disciplinary Sanctions and Remedies

Following a determination that sex-based harassment occurred, the district may impose disciplinary sanctions, ranging from a letter of reprimand to suspension or termination. The district may also provide remedies, which may include, but limited to, counseling, extension of deadlines, restrictions on contact between the parties, or changes in class or work.

¹⁸ See 34 CFR § 106.44(k)



Code: GBN/JBA
Adopted: 7/27/22
Revised/Readopted: 5/22/24
Orig. Code(s): GBN/JBA

Sexual Harassment

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 using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.²~~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.~~

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 or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, 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

¹ Sexual harassment is generally considered a type of sex-based discrimination. Consequently, additional laws and complaint procedures may apply.

² Other complaint policies and administrative regulations that may apply include, but are not limited to: AC – Nondiscrimination and Civil Rights; ACB – Every Student Belongs; GBEA – Workplace Harassment, GBNA – Hazing, Harassment, Intimidation, Menacing, or Cyberbullying – Staff; GBNA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements; GBNA/JHFE – Suspected Abuse of a Child Reporting Requirements; and JFCF – [Hazing,] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence or Domestic Violence - Students.

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.

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 GBN/JBA AR(1)– Sexual Harassment Complaint Procedure and GBN/JBA 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 parties³ 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 ~~““~~consent⁴.

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 conduct is not the product of sexual intent or a person finding another person, or another person’s actions, 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 ~~building principal or the~~ following individual(s):

Name	Position	Phone	Email

³ “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.

⁴ “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to make a report should use ~~contact them using~~ the above contact information. The person[s] designated will coordinate the report with the procedures in administrative regulation AC-AR(1) – Discrimination or Civil Rights Complaint Procedure. ~~See GBN/JBA-AR(1) – Sexual Harassment Complaint Procedure.~~

Response

Any staff member who becomes aware of behavior that may violate this policy shall 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 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 and prevent reoccurrence:

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 person⁵ 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:

⁵ 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.

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 include⁶:

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 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:

⁶ Remember confidentiality laws when providing any information.

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.

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 activity⁷;~~
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 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* GBN/JBA-AR(2) – Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

⁷ "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))

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 executive director of human resources is designated as the Title IX coordinator. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to this policy. 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.⁸ The district shall treat complainants and respondents equitably by providing supportive measures⁹ to the complainant and by following a grievance procedure¹⁰ 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 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.¹¹

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.¹² 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:

⁸ (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.

⁹ (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.⁹ 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))

¹⁰ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2)– Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹¹ The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

¹² 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))

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.~~

No Retaliation

~~Neither the district or any person may retaliate¹³ 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 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](#)

¹³ ~~Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.~~

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 (2024).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Cross Reference(s):

AC - Nondiscrimination

ACB - Every Student Belongs

GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff

GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

JBA/GBN - Sexual Harassment

JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements



Code: GBN/JBA-AR(1)
 Revised/Reviewed: 7/27/22
 Orig. Code(s): GBN/JBA-AR

Oregon Sexual Harassment Complaint Procedure

See AC-ARs

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
Dr. Christopher Ortiz	Asst Superintendent of Student & Family Services	503-661-7200 x3223	ckortiz@rsd7.net
Lavell Wood	Principal Alder Elem.	503-491-2722 x4840	lwood@rsd7.net
Ashley Davis	Principal Davis Elem.	503-665-9193 x1640	adavis@rsd7.net
Lisa McDonald	Principal Fairview Elem.	503-667-2954 x4140	lmedonald@rsd7.net
Claudia Ramos Tetz	Principal Glenfair Elem.	503-491-2720 x4940	cramos-tetz@rsd7.net
Jeff Pond	Principal Hartley Elem.	503-665-0134 x1440	jpond@rsd7.net
Natasha Jackson	Principal Margaret Scott	503-491-2721 x4440	njackson@rsd7.net
Shelley Walker	Principal Salish Ponds	503-492-7260 x3040	swalker@rsd7.net
Marie Marianiello	Principal Sweetbriar	503-666-9441 x2130	mmarianiello@rsd7.net
Kirsten Letofsky	Principal Troutdale	503-665-4182 x2211	kletofsky@rsd7.net
Adam Swientek	Principal Wilkes Elem.	503-491-2724 x4643	aswientek@rsd7.net
Rob Robinson	Principal Woodland	503-674-8188 x1540	rrobinson@rsd7.net
Danielle Heikkila	Principal H.B. Lee Mid.	503-491-2723 x4040	dheikkila@rsd7.net
Sara Idle	Principal Reynolds Mid.	503-665-8166 x3421	sidle@rsd7.net
Tanya Pruett	Principal Walt Morey	503-491-1935 x1708	tpruett@rsd7.net
Aaron Ferguson	Principal Reynolds Learn	503-667-4673 x3430	aferguson@rsd7.net
Wade Bakley	Principal Reynolds HS	503-667-3186 x1004	wbakley@rsd7.net

The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA – Sexual Harassment.

D 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 10 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.~~

E 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.~~

E 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[†].~~

~~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~~

[†]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).

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 30 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 30 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.

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.

SEXUAL HARASSMENT COMPLAINT FORM

D
Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

E
Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____
L

Name of witnesses (if any): _____
E

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____
T

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: **E** _____

WITNESS DISCLOSURE FORM

D

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

E

L

Any Other Information: _____

E

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

T

E



Code: ~~GBN/JBA-AR(2)~~
Adopted: ~~7/27/22~~

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 respondent² 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 parties⁵ written notice of the following:

- ~~1. Notice of the district’s grievance process, including any informal resolution process.~~

¹This 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.

³A 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.

⁴Supportive 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.

⁵Parties include the complainant and the respondent, if known.

2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details⁶ 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.

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 or 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 questions¹⁰ 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.

⁹This includes the evidence upon which the district does not intend 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.

¹⁰Questions 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 complainant's 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 preponderance of the evidence¹¹ 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 and/or supportive measures.

The disciplinary sanctions¹² 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;

¹¹ A preponderance of the evidence standard is understood to mean concluding that a fact is more likely than not 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

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.

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;
- 2.—Did not occur in the district’s education program or activity¹⁴; or
- 3.—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. (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 to a 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 10 working 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-maker(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 cause¹⁵ 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 evidence, 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.

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 deliberately 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.



Code: GCBDA/GDBDA
Adopted: 2/11/10
Revised/Readopted: 4/26/23
Orig. Code: GCBDA/GDBDA

Family and Medical Leave

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA), ~~the Military Family Leave Act as part of the National Defense Authorization Acts (which expanded certain leave to military families and veterans for specific circumstances)~~, the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

~~FMLA applies to districts with 50 or more employees within 75 miles of the employee's worksite, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50-employee test does not apply to educational institutions for determining employee eligibility.~~

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

In order for an employee to be eligible for the benefits under FMLA, the employee ~~he/she~~ must have been employed by the district for at least 12 months, ~~and~~ have worked at least 1,250 hours during the past 12-month period and works at a worksite that employs 50 or more district employees within 75 miles of the worksite.

Generally, in ~~in~~ order for an employee to be eligible for the benefits under OFLA, the employee ~~he/she~~ must work an average of 25 hours or more per week during the ~~and have been employed at least~~ 180 calendar days immediately prior to the first day of the start of the requested leave. Special requirements apply during public health emergencies ~~family medical leave of absence. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.~~

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

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years¹, contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.² PFMLI can be taken for family leave, medical leave or safe leave.³

Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

~~Federal and state leave entitlements generally run concurrently.~~

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

- [ORS 332.507](#)
- [ORS 657B.010](#)
- [ORS 657B.025](#)
- [ORS 659A.090](#)
- [ORS 659A.093](#)
- [ORS 659A.096](#)
- [ORS 659A.099](#)
- [ORS 659A.150 - 659A.186](#)
- [OAR 839-009-0210 - 0460](#)

¹ The wages are not required to have been earned for work in the district.

² See OAR 471-070-1010 for additional information.

³ Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA. {See SB 1515 (2024) Sections 4, 13, 21 and 25.}

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).
Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).
Senate Bill 1515 (2024).

Cross Reference(s):

GCBDD/GDBDD - Sick Time

Code: ~~_____~~ GCBDA/GDBDA-AR(1)

Revised/Reviewed: ~~_____~~ 4/26/23

Orig. Code(s): ~~_____~~ GCBDA/GDBDA-AR(1)

Family Leave

(Version 1)

See updated version

Coverage

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

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

Employee Eligibility

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

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

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

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

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

- ~~1. An employee who worked for the covered employer for fewer than 30 days immediately before the date on which the family leave would commence; or~~
- ~~2. An employee who worked for the covered employer for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.~~

~~An employee of a covered employer is eligible to take leave for purposes of OFLA if the employee:~~

- ~~1. Separates from employment with the covered employer, irrespective of any reason:
 - ~~a. Is eligible to take leave OFLA at the time the employee separates; and~~
 - ~~b. Is reemployed by the covered employer within 180 days of separation from employment; or~~~~
- ~~2. Is eligible to take OFLA leave:
 - ~~a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and~~
 - ~~b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.~~~~

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

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

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

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

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

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

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

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

Eligible employees may access OFLA for the following reasons:

1. ~~Serious health condition of the employee or the employee's covered family member:~~
 - a. ~~Inpatient care;~~
 - b. ~~Continuing treatment;~~
 - c. ~~Chronic conditions;~~
 - d. ~~Permanent, long-term or terminal conditions;~~
 - e. ~~Multiple treatments;~~
 - f. ~~Pregnancy and prenatal care.~~
2. ~~Parental leave (separate from eligible leave as a result of the child's serious health condition):~~
 - a. ~~Bonding with and the care for the employee's newborn (within 12 months following birth);~~
 - b. ~~Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);~~
 - c. ~~Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);~~

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

- d. ~~Time to effectuate the legal process required for placement of a foster child or the adoption of a child.~~
- 3. ~~Sick Child Leave: leave for non-serious health conditions of the employee’s child. For OFLA, sick child leave includes absence to care for an employee’s child whose school or child care provider has been closed³ in conjunction with a statewide public health emergency declared by a public health official.⁴~~
- 4. ~~Bereavement Leave: leave related to the death of a covered family member.⁵~~
- 5. ~~Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.~~
- 6. ~~The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave requested.~~

Definitions

- 1. ~~Family member:~~
 - a. ~~For the purposes of FMLA, “family member” means:~~
 - (1) ~~Spouse⁶;~~
 - (2) ~~Parent;~~
 - (3) ~~Child; or~~
 - (4) ~~Persons who are “in loco parentis”.~~
 - b. ~~For the purposes of OFLA, “family member” means:~~
 - (1) ~~Spouse;~~
 - (2) ~~Registered, same-gender domestic partner;~~
 - (3) ~~Parent;~~
 - (4) ~~Parent-in-law;~~

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

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

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

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

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

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- ~~(5) — Parent of employee’s registered, same-gender domestic partner;~~
- ~~(6) — Child;~~
- ~~(7) — Child of employee’s registered, same-gender domestic partner;~~
- ~~(8) — Grandchild;~~
- ~~(9) — Grandparent; or~~
- ~~(10) — Persons who are “in loco parentis”.~~

2.— Child:

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

3.— In loco parentis:

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

4.— Next of kin:

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

- ~~a. — Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;~~
- ~~b. — Brothers or sisters;~~
- ~~c. — Grandparents;~~
- ~~d. — Aunts and uncles; and~~
- ~~e. — First cousins.~~

5.— Covered servicemembers:

~~For the purposes of Military Caregiver Leave under FMLA, “covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is~~

receiving medical treatment, recuperation or therapy, or is in outpatient status, or is on the temporary disability retired list for a serious injury or illness.

6. ~~Covered veteran:~~

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

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

7. ~~Public health emergency:~~

~~For OFLA a public health emergency means;~~

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

Leave Period

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

Leave Duration

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

~~For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district’s designated leave period. However, an eligible employee is entitled to an additional, full 12 weeks of parental leave during the district’s designated leave period following the birth~~

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

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

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

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

~~For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12¹⁰. If an employee's schedule varies from week to week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek¹¹. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.~~

Intermittent Leave

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

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

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

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

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

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

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

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

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

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

Alternate Work Assignment

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

- ~~1. The employee accepts the position voluntarily and without coercion;~~
- ~~2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;~~
- ~~3. The transfer is compliant with any applicable collective bargaining agreement;~~
- ~~4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and~~
- ~~5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.~~

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

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

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

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

Special Rules for School Employees

~~For the purposes of FMLA, "instructional employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides who do not have as their principal job actual teaching or instructing, counselors, psychologist, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.~~

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

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

1. — Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

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

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

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

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

- ~~a. — When the qualified leave begins more than five weeks before the end of the school year:~~

(1) ~~For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:~~

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~~(a) The leave will last at least three weeks; and~~

~~(b) The employee would return to work during the three-week period before the end of the term.~~

(2) ~~For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:~~

~~(a) The leave will last at least three weeks; and~~

~~(b) The employee's return to work would occur within three weeks of the end of the school year.~~

b. ~~For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:~~

~~(1) The leave will last more than two weeks; and~~

~~(2) The employee would return to work during the two-week period before the end of the school year.~~

c. ~~For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.~~

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

Paid/Unpaid Leave

~~FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, an employee may elect to use any available accrued paid leave including personal and sick leave, or available accrued vacation leave during the leave period.~~

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

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

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

~~Benefits and Insurance~~

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

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

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

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

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

~~Fitness-for-Duty Certification~~

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

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

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

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

~~If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.~~

Application

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

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

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

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

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

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

Medical Certification

~~The district shall require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave, other than to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.~~

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

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

Second and Third Opinions

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

Notification

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

Record Keeping/Posted Notice

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

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

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

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

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

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

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



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Revised/Reviewed:

Family and Medical Leave *

Employee Eligibility

FMLA benefits are available to employees who have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and work at a worksite that employs 50 district employees within 75 miles of the worksite.

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

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days¹ immediately prior to the first day of the start of the requested leave.²

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

1. An employee who has worked for the district for fewer than 30 days immediately before the date on which the family leave would commence; or
2. An employee who has worked for the district for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

An employee of the district is eligible to take leave for purposes of OFLA if the employee:

1. Separates from employment with the district, irrespective of any reason:
 - a. Is eligible to take leave OFLA at the time the employee separates; and
 - b. Is reemployed by the district within 180 days of separation from employment; or
2. Is eligible to take OFLA leave:
 - a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and

¹ Thirty days during a declared public health emergency.

² The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

- b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

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

When an employee requests OFLA leave, or when the district acquires knowledge that an employee's leave may be for a purpose that constitutes OFLA leave, the district will notify the employee of the employee's eligibility to take OFLA leave within five business days, absent extenuating circumstances. Whether an employee is an "eligible employee" as defined in OAR 839-009-0210 is determined, a notice must be provided, at the commencement of the first instance of each purpose for leave listed in OAR 839-009-0240 during the OFLA leave year. If an employee is an "eligible employee" as defined in OAR 839-009-0210 for the purpose listed in OAR 839-009-0240, the employee's eligibility for that purpose does not change during the applicable 12-month period. In addition:

1. An employee taking, in any order, some or all of 12 weeks of OFLA pregnancy disability leave and some or all of 12 weeks of OFLA leave for any other purpose, need not requalify each time the employee takes OFLA leave within the same leave year;
2. An employee who has taken 2 weeks of OFLA child placement leave need not requalify for up to an additional 12 weeks of leave within the same leave year when used for the purposes of OFLA sick child leave;
3. An employee unable to work because of a disabling compensable injury³ need not requalify under OAR 839-009-0210 in order to use OFLA leave following a period the employee is off work due to the compensable injury.

In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll.

Leave under the Oregon Military Family Leave Act (OMFLA) applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

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

Qualifying Reason

Eligible employees may access FMLA leave entitlements for the following reasons:

³ As defined in ORS 656.005.

1. Serious health condition of the employee or the employee’s covered family member. “Serious health condition” means an illness, injury, impairment or physical or mental condition that involves inpatient care⁴ or continuing treatment by a health care provider⁵.
2. Parental leave⁶ (separate from eligible leave as a result of a child’s serious health condition):
 - a. Bonding with and caring for the employee’s newborn child (within 12 months following birth);
 - b. Bonding with and caring for a newly adopted child or newly placed child in foster care^{7} under the age of 18 (within 12 months of placement);
 - c. Caring for a newly adopted child or newly placed child in foster care 18 years of age or older who is incapable of self-care because of a mental or physical disability (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a child in foster care or the adoption of a child.
3. Military caregiver leave: leave for the care for spouse, child or next-of-kin who is a covered servicemember with a serious injury or illness;
4. Qualifying exigency leave: leave arising out of deployment to a foreign country of the employee’s spouse, child or parent who is a military member on active duty or call to covered active duty status.

Eligible employees may access OFLA leave entitlements for the following reasons:

Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child or for prenatal care, including fertility or infertility treatment.

Sick child leave: leave taken to care for an employee’s child suffering from an illness, injury, or condition that requires home care. Under OFLA, sick child leave includes leave to care for an employee’s child whose school or child care provider has been closed⁸ in conjunction with a statewide public health emergency declared by a public health official.⁹

⁴ “Inpatient care” means an overnight stay in a hospital, hospice, or residential medical facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care. See 29 CFR § 825.114.

⁵ “Continuing treatment” includes incapacity and treatment, pregnancy or prenatal care, chronic conditions, permanent or long-term conditions, conditions requiring multiple treatments, and absences attributable to incapacity. See 29 CFR § 815.115.

⁶ Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

⁷ {ORS 659A.159 uses the term “foster child.” Districts can choose to use either “foster child” or “child in foster care” throughout this administrative regulation.}

⁸ “Closure” (OAR 839-009-0210(5)) for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child’s school or child care provider as defined in OAR 839-009-0210(4).

⁹ The district may request verification of the need for sick child leave under OFLA due to a closure during a statewide public health emergency. Verification may include:

1. The name of the child being cared for;

Bereavement leave: leave taken to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member.¹⁰

Child placement leave: leave taken under OFLA before January 1, 2025, to effectuate the legal process required for placement of a foster child or the adoption of a child.

Leave previously protected by OFLA¹¹: 1) leave to which an eligible employee was entitled under ORS 659A.150 - ORS 659A.186 on June 30, 2024; and 2) leave to which an eligible employee would not be entitled under ORS 659A.150 - ORS 659A.186 on July 1, 2024 and may now be entitled leave under Paid Family Medical Leave (ORS 657B).

Eligible employees may also access OMFLA under OFLA for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

Definitions

1. Family member:

a. For the purposes of FMLA, “family member” means:

- (1) Spouse¹²;
- (2) Parent¹³;
- (3) Child; or
- (4) Persons who are “in loco parentis.”

b. For the purposes of OFLA, “family member” means an eligible employee’s:

- (1) Spouse or domestic partner;
- (2) Child or the child’s spouse or domestic partner;
- (3) Parent or the parent’s spouse or domestic partner;
- (4) Sibling or stepsibling, or the sibling’s or stepsibling’s spouse or domestic partner;
- (5) Grandparent or the grandparent’s spouse or domestic partner;
- (6) Grandchild or the grandchild’s spouse or domestic partner; or

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

¹⁰ Bereavement leave under OFLA must be completed within 60 days of the date the employee received notice of the death. The notice of the death of a family member may be by any means and from any source.

¹¹ OAR 839-009-0215. OFLA: Leave Previously Protected by OFLA.

¹² “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage.

¹³ “Parent” means a biological, adoptive, step or foster parent, or any other individual who stood “in loco parentis” to the employee when the employee was a child as defined herein. This does not include parents “in law.”

- (7) Any individual related by blood or affinity whose close association with an eligible employee is the equivalent of a family relationship.¹⁴

2. Child:

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

3. In loco parentis:

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

4. Next of kin:

For the purposes of FMLA, “next of kin” means the nearest blood relative other than the covered servicemember’s spouse, parent or child in the following order of priority (unless otherwise designated in writing by the servicemember):

- a. Blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions;
- b. Siblings;
- c. Grandparents;

¹⁴ “Affinity” means a relationship for which there is a significant personal bond that, when examined under the totality of the circumstances, is like a family relationship. This bond may be demonstrated by, but is not limited to the following factors, with no single factor being determinative:

1. Shared personal financial responsibility, including shared leases, common ownership of real or personal property, joint liability for bills or beneficiary designations;
2. Emergency contact designation of the employee by the other individual in the relationship or the emergency contact designation of the other individual in the relationship by the employee;
3. The expectation to provide care because of the relationship or the prior provision of care;
4. Cohabitation and its duration and purpose;
5. Geographic proximity; and
6. Any other factor that demonstrates the existence of a family-like relationship.

- d. Siblings of parents and their spouses; and
- e. First cousins.

5. Covered servicemembers:

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

6. Covered veteran:

For the purposes of FMLA, “covered veteran” means an individual who was:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran.

7. Public health emergency:

For OFLA a “public health emergency” means;

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

Leave Period

For the purposes of calculating an employee’s leave period for FMLA, the district will use a “rolling” 12-month period measured backward from the date the employee uses any FMLA leave.

For the purposes of calculating an employee’s leave period for OFLA, the district will use a period of 52 consecutive weeks beginning on the Sunday immediately preceding the date on which family leave commences.

The methods for calculating the leave period for FMLA or OFLA leave entitlement shall be used for all employees.

The leave period for the purposes of Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district’s designated leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district’s designated leave period (12-month period)¹⁵. Spouses who work for the district

¹⁵ An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district’s leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent

and are eligible for FMLA leave may be limited to a combined total of 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for:

1. Birth of a child or to care for a child after birth;
2. Placement of an adopted child or child in foster care, the care for an adopted child or child in foster care after placement; or
3. Care of the employee's parent with a serious medical condition.

Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of up to 12 weeks of OFLA leave, for sick child leave and bereavement leave, during the designated leave period. An eligible employee is entitled to a total of two weeks of bereavement leave upon the death of each family member of the employee within a leave year, except that the eligible employee may not take more than four weeks of bereavement leave within a leave year.

An employee may also be entitled to take a total of 12 weeks of OFLA pregnancy disability leave within the same leave year.

Under OFLA, the employee may use all or part of the 12 weeks of sick child or bereavement leave and all or part of the 12 weeks of pregnancy disability leave in any order.

In addition to the 24 weeks of possible OFLA leave identified above, an eligible employee is entitled to a total of two weeks of child placement leave within an OFLA leave year until January 1, 2025. The adoption or foster placement of multiple children at one time entitles the employee to take only one two-week period of child placement leave.

Unlike FMLA, OFLA does not combine the leave entitlement when two or more family members work for the district. Under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.¹⁶

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

Qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the designated leave period if for the same qualifying reason. Qualified leave under FMLA will run concurrently with other qualified leave covered under Paid Family and Medical Leave Insurance (PFMLI) and/or available sick leave under ORS 653.601 - 653.661 for eligible employees. Qualified leave under

FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

¹⁶ Exceptions to the ability to require family members to take OFLA qualified leave at different times are when one employee needs to care for a child for a purpose described in ORS 659A.159 (1)(a) while another employee is taking pregnancy disability leave or, one or more of the employees is taking bereavement leave.

OFLA may also run concurrently with leave taken under the sick leave law in ORS 653.601 - 653.661 if for the same qualifying reason, but not concurrent with PFMLI.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12¹⁷. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 months worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek¹⁸. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Holidays which occur within the week taken as FMLA may be counted against FMLA entitlement.¹⁹ However, for leave taken in increments of less than one week, holidays in which employees generally are not expected to report do not count against the employees FMLA leave entitlement.

Under OFLA, days in which the district is not in operation, are not counted toward intermittent or reduced work schedule OFLA leave.

Intermittent Leave

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

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

When an exempt employee is eligible for both OFLA and FMLA leave, and the employee takes intermittent leave in blocks of less than one day, if done in accordance with 29 CFR § 825.206, the district may reduce the employee's salary for the part-day absence without the loss of the employee's exempt status in accordance with OAR 839-020-0004(32).

When OFLA leave is not covered by FMLA leave, and the employee takes intermittent leave in blocks of less than one day, the district will jeopardize the employee's exempt status if the district reduces the employee's salary for the part-day absence.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works

¹⁷ For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

¹⁸ For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

¹⁹ See 29 CFR § 825.200(h).

during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Alternate Work Assignment

Under FMLA, the district may transfer an employee taking intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment to an alternate position for which the employee is qualified and which better accommodates an employee's recovery from a serious health condition, a serious health condition of a spouse, parent, son, or daughter, or a serious injury of illness of a covered servicemember. However, the district may not transfer the employee to an alternative position in order to discourage the employee from taking leave or otherwise work a hardship on the employee.

Under FMLA, when an employee who is taking leave intermittently or on a reduced leave schedule and has been transferred to an alternative position no longer needs to continue on leave and is able to return to full-time work, the employee will be placed in the same or equivalent job as the job they left when the leave commenced. An employee may not be required to take more leave than necessary to address the circumstance that precipitated the need for leave.

Under OFLA, the district may transfer an employee on intermittent OFLA leave or reduced work schedule into an alternate position with the same or different duties to accommodate leave, provided:

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

Under OFLA, an employee transferred to an alternate position for the purpose of a reduced work schedule must be returned to the employee's former position when the employee notifies the employer that the employee is ready to return to the former position at the end of the alternate duty leave.

The district may transfer an eligible employee to an alternate position that accommodates OFLA pregnancy disability leave provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements, as well as with state and federal law;

4. The transfer is not used to discourage the employee from taking OFLA leave or to create a hardship for the employee.

Under OFLA, if an eligible employee is transferred to an alternative position and as a result the employee works fewer hours than the employee worked in the original position, the employee's OFLA leave time is determined by calculating the difference between the number of hours the employee worked in the original position and the number of hours the employee actually works in the alternative position.

An employee is not on OFLA leave if the employee has been transferred – as provided for in OAR 839-009-0245 (5) – to an alternate position for the purpose of alternate work duties that the employee is able to perform within the limitations of the employee's pregnancy disability, but not requiring a reduced workweek. An employee working in an alternate position retains the right to return to the employee's original position at any time during the employee's OFLA leave. This does not impair the right of an employee to a reasonable accommodation or the application of any other state or federal law.

Special Rules for School Employees

For the purposes of FMLA, "instructional employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as interpreters²⁰ for the hearing impaired, are included in this definition. This definition does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

FMLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. In any such situation, the eligible instructional employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

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

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

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the district may require the employee to take leave of a

²⁰ 29 CFR 825.600(c) uses "signers."

particular duration, or to transfer temporarily to an alternative position. Alternatively, the district may require the employee to delay the taking of leave until the notice provision is met.

2. Limitation on Leave Near the End of the Term²¹

When an eligible instructional employee requests leave near the end of the term, the district may require the following:

- a. When the qualified leave begins more than five weeks before the end of the term, the district may require the employee to continue taking leave until the end of the term if:
 - (1) The leave will last at least three weeks; and
 - (2) The employee would return to work during the three-week period before the end of the term.
- b. When the qualified leave begins during a five-week period before the end of the term and the purpose of such leave is parental leave, for the serious health condition of a family member or to care for a covered servicemember, the eligible instructional employee may be required by the district to remain on leave until the end of the term if:
 - (1) The leave will last more than two weeks; and
 - (2) The employee would return to work during the two-week period before the end of the term.
- c. When the qualified leave begins within three weeks of the end of the term and the purpose of such leave is parental leave, for the serious health condition of a family member or to care for a covered servicemember, the eligible instructional employee may be required to remain on leave until the end of the term if the length of the leave will last more than five working days.

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

For the purposes of OFLA leave, if an employee²² begins a period of bereavement leave during the three-week period before the end of the term and the duration of the leave is greater than five working days, the district may require the employee continue on family leave until the end of the term.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Paid Family and Medical Leave Insurance (PFMLI) leave taken via Paid Leave Oregon or an equivalent plan will run concurrently with FMLA and leave available under ORS 653.601 - 653.661 when taken for the same purpose. An employee may elect to use any available accrued paid leave including personal, sick or

²¹ "Academic term" means the school semester, which typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of FMLA. 29 CFR § 825.602(b)

²² Applies only to an employee who is employed principally in an instructional capacity by the district.

vacation leave during the leave period {²³} [to the extent that the total combined amount of accrued paid leave and benefits received from PFMLI does not exceed an amount equal to the employee’s full wage replacement during the period of leave]. [The total combined amount received by using accrued leave and PFMLI may exceed the employee’s full wage replacement during the period of leave.] The district will notify the eligible employee when the requested leave has been designated as FMLA or OFLA leave and ask the employee about the use of available accrued paid leave.

Eligible employees taking OMFLA leave are entitled to use available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

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

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other district policy provide otherwise.²⁴ The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district’s policies provide otherwise.

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

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

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

Fitness-for-Duty Verification

For purposes of FMLA, prior to the reinstatement of an employee following a leave which was the result of the employee’s own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. If the district is going to require a Fitness-for-Duty Certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA leave and that failure to provide the certification may result in a delay or denial of reinstatement. Any costs associated with obtaining the certification shall be borne by the employee.

²³ {Select one of the two bracketed options based on district practice, i.e., keep the ending to this sentence OR delete this ending and keep the following bracketed sentence. See ORS 657B.030(2) (as amended by SB 1515 (2024) for additional guidance).}

²⁴ See also ORS 342.934(4)(d) in reduction force situations.

Application

For purposes of FMLA, an eligible employee requesting FMLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district. An eligible employee able to give advance notice of the need to take FMLA leave must follow the district's known, reasonable and customary procedures for requesting any kind of leave.

For purposes of OFLA, an eligible employee shall provide at least 30 days' written notice of the need for foreseeable leave before starting family leave. An employee may commence family leave without prior notice in the event of: an unexpected illness, injury or condition of a child of the employee that requires home care; the death of a family member; or an illness, injury or condition related to the employee's own pregnancy or childbirth that disables the employee from performing any available job duties offered by the district. If an employee commences leave without prior notice as allowed above, the employee must give oral notice²⁵ to the employer within 24 hours of the commencement of the leave and must provide the written notice within three days after returning to work. Failure of an employee to provide the required notice for leave may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

The district may request additional information²⁶ to determine the requested leave qualifies as FMLA or OFLA leave. The district may designate the employee as provisionally on FMLA or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take leave must follow the district's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. In most situations, as soon as practicable will be within one business day of an employee becoming aware of the need. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.²⁷

For the purposes of OFLA, if an eligible employee is taking leave in an unforeseeable situation, an employee must give oral or written notice²⁸ within 24 hours before or after commencement of the leave. In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

²⁵ Oral notice may be given by any other person on behalf of the employee taking the leave.

²⁶ Except in cases to verify OFLA bereavement leave unless the district requires the use of an attestation form for purposes of determining affinity.

²⁷ See 29 CFR § 825.304.

²⁸ Notice may be given by any other person on behalf of the employee taking the leave.

For purposes of OMFLA, an employee must provide the district with notice of the intention to take leave within five business days of receiving official notice of an impending call or order to active duty or of a leave from deployment.

Verification

Under FMLA, the district may require an eligible employee to provide medical certification, when appropriate²⁹, to support the stated reason for such leave. In most cases, the district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. The employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required, unless not practicable. Any additional certifications, including second and third opinions, will be in accordance with applicable law.

Under OFLA, the district may require an eligible employee to provide medical verification, when appropriate³⁰, to support the stated reason for qualifying OFLA leave. The district will provide written notification to an employee of this requirement and state the consequences for failure to provide the requested medical verification. If the employee gives advance written notice of foreseeable leave, the district may require the employee to provide medical verification for OFLA leave before the leave starts. If the employee begins unforeseeable OFLA leave without prior notice, the employee is required to submit such medical verification within 15 calendar days after receipt of the district's request for medical verification. The employee may be subject to disciplinary action for not providing the requested medical verification.

For the purposes of OFLA qualified leave, costs associated with obtaining the medical verification shall be borne by the district, or be paid as otherwise allowed by law. The district will not delay the use of qualifying OFLA leave when medical verification is not received before the commencement of unforeseeable leave. The district may not require an employee to obtain a second opinion.

Under OFLA, the district may request verification for the need for leave to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. A request for verification may include a request for:

1. The name of the child requiring home care;
2. The name of the school or child care provider that is subject to the closure;
3. A statement from the employee that no other family member of the child is willing and able to care for the child; and
4. A statement that special circumstances exist that require the employee to provide home care for the child during the day, if the child is older than 14 years of age.

Posted Notice

²⁹ Medical verification is not allowed in every situation. Review current laws and guidance for more information.

³⁰ Medical verification is not allowed in every situation. Review current laws and guidance for more information. (OAR 839-009-0260)

The district will post the Bureau of Labor and Industries Family Leave notice in each building or worksite in an area that is accessible to and regularly frequented by employees.³¹ The district will also post a notice explaining the provisions of FMLA and providing information concerning the procedures for filing complaints.³²

Record Keeping

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

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

Federal vs. State Law

Both federal and state law contain provisions for family and medical leave. Federal regulations state an employer must comply with all leave laws; that the federal law does not supersede any provision of state law that provides greater family or medical leave rights than those established pursuant to federal law; and if leave qualifies for FMLA and OFLA leave, the leave used counts against the employee's entitlement under both laws. State law requires that FMLA and OFLA or other state leave entitlements run concurrently when for the same purpose.

³¹ https://www.oregon.gov/boli/employers/Documents/BOLI_Printable_FamilyMedLv.pdf; electronic posting is not sufficient to satisfy this requirement, but may be used to supplement the physical posting.

³² <https://www.dol.gov/sites/dolgov/files/WHd/legacy/files/fmlaen.pdf>; electronic posting is sufficient as long as it is posted prominently where it can be readily seen by employees and applicants for employees. The poster and the text must be large enough to be easily read and contain fully legible text.



Code: GCBDC/GDBDC
 Adopted: 6/11/09
 Revised/Readopted: 3/13/13; 2/12/14; 8/28/19;
 4/26/23
 Orig. Code: GCBDC/GDBDC

Domestic Violence, Harassment, Sexual Assault, Bias or Stalking Leave (Safe Leave)*

~~{Applies to employers who employ~~

Definitions

~~“Covered employer” means an employer who employs six or more individuals in the state of~~

~~1. When applicable, the district will comply with the provisions Oregon for each working day through each of protected leave identified 20 or more calendar workweeks in ORS 659A.272 the year in which the eligible employee takes leave to address domestic violence, harassment, sexual assault, bias, or stalking, or in the year immediately preceding the year in which an eligible employee takes leave for domestic violence, harassment, sexual assault or stalking.~~

~~2. “Eligible employee” means an employee who is a victim of domestic violence, harassment, sexual assault or stalking or is the parent/guardian/guardian or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault or stalking.~~

~~3. “Protective order” means an order authorized by Oregon Revised Statute (ORS) 30.866, 107.095(1)(e), 107.700 – 107.735, 124.005 – 124.040 or 163.730 – 163.750 or any other order that restrains an individual from contact with an eligible employee or the employee’s minor child or dependent.~~

~~4. “Victim of domestic violence” means an individual who has been a victim of abuse as defined by ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.~~

~~5. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065 and any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.~~

~~6. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.467 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.~~

~~7. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; or an individual designated as a victim of stalking by rule adopted under ORS 695A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.~~

8. ~~“Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault or stalking.~~

When applicable, the district will comply with the provisions of protected leave identified in ORS 659A.272 to address domestic violence, harassment, sexual assault, bias, or stalking.

The district (covered employer¹) shall allow an (eligible) employee² to take reasonable leave from employment for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee’s minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, ~~or~~ harassment or stalking of, or the commission of a bias crime against the eligible employee or the employee’s minor child or dependent;
- 3.1. To obtain, or to assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking;
- 4.2. To obtain services from a victim services provider for the eligible employee or the eligible employee’s minor child or dependent; or
- 5.3. To relocate³ or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee’s minor child or dependent.

The district may limit the amount of leave, if the eligible employee’s leave creates an undue hardship on the district.

The district shall not deny leave to an eligible employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard ~~regards~~ to promotion, compensation or other terms, conditions or privileges of employment because the employee makes inquiries about, applies for, or takes ~~as a result of taking~~ such leave.

The eligible employee shall give the district reasonable advanced notice of the employee’s ~~intention~~ intent to take leave unless giving advance notice is not feasible.

¹ “Covered employer” means an employer who employs six or more individuals in the State of Oregon for each working day during each of 20 or more calendar workweeks in the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking, or in the year immediately preceding the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking.

² “Eligible employee” means an employee who is a victim of domestic violence, harassment, sexual assault, bias or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault, bias or stalking.

³ “Relocate” is described in OAR 839-009-0345 (5).

The district may require the eligible employee to provide certification that:

1. The employee or employee's minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias, or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

The eligible employee shall provide a certification within a reasonable time after receiving the district's request for the certification.

Sufficient certification to support a request for such leave includes:

1. A copy of a report from law enforcement indicating the eligible employee or the employee's minor child or dependent was a victim of domestic violence, harassment, sexual assault, bias, or stalking;
2. A copy of a protective order or other evidence from a court, administrative agency, or attorney that the eligible employee appeared in or ~~is~~was preparing for a civil or, criminal ~~or~~ administrative proceeding related to domestic violence, harassment, sexual assault, bias, or stalking; or
3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services or a victim services provider that the eligible employee or the, employee's minor child or dependent was undergoing treatment or counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault, bias, or stalking.

All records and information kept by the district regarding the employee's leave under ORS 659A.270 - 659A.285, including the fact the employee has requested ~~request~~ or obtained such ~~obtaining of~~ leave, are ~~is~~ confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

The employee may use any accrued paid leave, including ~~personal, emergency, sick leave, or accrued~~ vacation leave or any other paid leave offered by the district. The district ~~employer~~ may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with Board policies, ~~and/or~~ any applicable collective bargaining agreement, or other agreement.

Definitions

4. "Protective order" means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent.
5. "Victim of bias" means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.
6. "Victim of domestic violence" means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.

7. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
8. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
9. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.

“Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF POLICY

Legal Reference(s):

[ORS 192.355\(38\)](#)

[ORS 659A.270 - 659A.290](#)

[OAR 839-009-0325 - 0365](#)



Code: GCBDC/GDBDC-AR
Revised/Reviewed: 6/08/16; 4/26/23
Orig. Code: GCBDC/GDBDC-AR

Eligible Employee Request for Domestic Violence, Harassment, Sexual Assault or Stalking Leave

PLEASE PRINT

WhereWhen the need for the leave may be anticipated, a written request for leave under Oregon Revised Statute (ORS) 659A.270 - 659A.285 shall be made at least 30 days prior to the date the requested leave is to begin unless giving advance notice is not feasible. When it is not feasible. In emergency situations, oral or written notice as soon as practical is allowed.

PLEASE PRINT

Name of employee

Name of Eligible Employee Effective Date of the Leave

Department Title

Effective date of the leave

Status: Full-time Part-time Temporary Hire Date Length of Service

The requested leave is for:

- Myself
My A minor child or dependent for which I am a parent or guardian

The leave is for:

- To seek legal or law enforcement assistance or remedies to ensure the health and safety of the eligible employee or the eligible employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking.
To seek medical treatment for or to recover from injuries caused by domestic violence or harassment, sexual assault to, harassment or stalking of or the commission of a bias crime against for the eligible employee or the eligible employee's minor child or dependent.
To obtain, or to assist the eligible employee's minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking.
To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent.

~~☐~~ To relocate¹ or take steps to secure an existing home to ensure the health and safety of the eligible employee or the eligible employee's minor child or dependent.

The following has been provided ~~by the employee~~ to certify the need for the requested leave:

~~☐~~ A copy of a report from law enforcement indicating myself ~~that the eligible employee~~ or ~~my~~ ~~the eligible employee's~~ minor child or dependent ~~is~~ ~~was~~ a victim ~~or alleged victim~~ of domestic violence, harassment, sexual assault, bias, or stalking.

~~☐~~ A copy of a protective order ~~or~~ ~~or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent,~~ evidence from a court, administrative agency or attorney that I or my minor child or dependent ~~the eligible employee~~ appeared in or is preparing for a civil or criminal ~~administrative~~ proceeding related to domestic violence, harassment, sexual assault, bias, or stalking ~~or other order authorized by ORS 30.866, 107.095(1)(c), 107.700-107.735, 124.005-124.040 or 163.730-163.750.~~

~~☐~~ Documentation from an attorney, law enforcement officer, health care professional, licensed mental health professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services or victim services provider ~~that I~~ ~~with~~ or ~~my~~ ~~from whom the eligible employee or the eligible employee's~~ minor child or dependent is receiving services.

I understand ~~that I may~~ ~~will~~ use accrued paid leave, including ~~personal and sick leave,~~ ~~or accrued~~ vacation leave or any other paid ~~for the~~ leave that is offered ~~period or as established~~ by the district in the order specified by the ~~Board policy(ies) and/or~~ applicable collective bargaining agreement. ~~before taking leave without pay.~~

If my request for a leave is approved, I understand ~~it is my understanding~~ that without an authorized extension when the need for an extension could be anticipated, I must report to duty on the first workday following the date my leave is scheduled to end. ~~I understand that failure to do so will constitute unequivocal notice of my intent not to return to work and the district may terminate my employment.~~ I understand if I am unable to return to work following the period of authorized leave, I will notify the district ~~my employer~~ as soon as practical and provide any required information which will allow the district ~~my employer~~ to determine my eligibility for an extension of leave.

I authorize the district to deduct from my paychecks or seek to recover any amounts paid ~~employee contributions~~ for ~~health~~ insurance coverage by the district on my behalf ~~premiums, life insurance or long term disability insurance~~ which remain unpaid after my leave, consistent with state law.

Signature of ~~employee:~~ ~~Employee:~~ _____ Date: _____

¹ "Relocate" is described in OAR 839-009-0345 (5).



Code: _____ IIA
Adopted: _____ 12/08/10
Revised/Readopted: _____ 9/10/14; 8/23/23
Orig. Code(s): _____ IIA

Instructional Resources/Instructional Materials**

(Version 1)

~~See proposed version~~

~~While the Board retains the authority to approve district instructional materials adoptions, it designates the superintendent responsible for implementing procedures governing selection of instructional materials. Such procedures will include district professional personnel the authority for the selection of instructional and library 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 complete a technology assessment of such materials;~~
- ~~6. There will be no discrimination or bias or prejudice toward sex, sexual orientation, gender identity, race, religion, national origin, marital status, disability or age.~~

~~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.~~

~~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, which includes staff from the district's technology department, in consultation with parents/guardians and school community. 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 and include equity and cultural responsiveness;~~
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 people may develop, under guidance, the practice of analytical reading and thinking;~~
5. ~~Materials which support expanded learning opportunities through technology;~~
6. ~~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 materials.

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents/guardians, 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 center will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents/guardians. Recommended supplementary materials and library media center 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.

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 174.100
ORS 332.107
ORS 336.035
ORS 336.082

ORS 336.840
ORS 337.120
ORS 337.141
ORS 337.150

ORS 337.260
ORS 337.511
ORS 339.155
ORS 659.850

OAD 581-011-0050-0117
OAD 581-021-0045

OAD 581-021-0046
OAD 581-022-2310
OAD 581-022-2340

OAD 581-022-2350
OAD 581-022-2355

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Cross Reference(s):

INB—Studying Controversial Issues
KH—Public Gifts to the District
KL—Public Complaints



Code: IIA
Adopted:

Instructional Materials**

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

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

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

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

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

Definitions

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

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the

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

Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“School library materials” means materials which are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

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

Core Instructional Materials

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

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

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

Supplemental Instructional Materials

All supplemental instructional materials will be selected by appropriately licensed staff. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience. All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional Materials.

School Library Materials

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

Classroom Library Materials

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

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 337.150	OAR 581-021-0045
ORS 332.107	ORS 337.260	OAR 581-021-0046
ORS 336.035	ORS 337.511	OAR 581-022-2310
ORS 336.082	ORS 339.155	OAR 581-022-2340
ORS 336.840	ORS 659.850	OAR 581-022-2350
ORS 337.120		OAR 581-022-2355
ORS 337.141	OAR 581-011-0050 - 0117	

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

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

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

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

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



Code: IIA-AR(1)
Revised/Reviewed:

Instructional Materials

Core Instructional Materials¹

The Board selects core instructional materials. The responsibility to ensure procedures on selection and recommendations for core instructional materials are followed rests with the superintendent. The responsibility for coordinating the distribution of core instructional materials to classes also rests with the superintendent. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use.

If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply.

Supplemental Instructional Materials²

The responsibility for evaluating and selecting supplemental instructional materials is delegated to appropriately licensed staff, who may collaborate as part of the process. Other authoritative matter experts may be included when practicable, as determined by the district.

1. Materials will contain suitable readability levels and support the district's adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.
3. Donated materials will be evaluated using the district's selection criteria and will be accepted or rejected based on those criteria.

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

² "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

School Library Materials³

1. In selecting materials for the school library or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels.
2. Recommendations for selection may be solicited from staff and students.
3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

Classroom Library Materials⁴

1. When selecting materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students.
2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

³ “School library materials” means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

⁴ “Classroom library materials” means materials that are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.



Code: ~~_____~~ IIA-AR(1)
Revised/Reviewed: ~~_____~~ 12/08/10; 8/23/23
Orig. Code: ~~_____~~ IIA-AR(1)

~~Instructional Materials/Program Adoption Procedure~~ (Version 1)

See proposed version
Section I – Selection

~~The director of curriculum, instruction and innovation will see that each subject area specialist appoints a committee with a representative from each grade level and each building and a staff member from the technology department to serve as a selection committee.~~

~~The instructional materials committee will review all new instructional materials of their subject and in consideration of input from staff and teachers of all grade levels, parents/guardians and school community members, will recommend the titles for district adoption.~~

~~The director of curriculum, instruction and innovation 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, principal of each school and a district staff member from the technology department will review and select the instructional materials and quantities needed to fulfill the needs of the students. Each principal will submit to the superintendent or designee a written request for the selected materials.~~

~~The principals and director of curriculum, instruction and innovation will meet and review each school's selection of instructional materials.~~

~~The requests for each school are consolidated by the director of curriculum, instruction and innovation 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.

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Section II – Recommendation For Adoption

Title _____

Author _____

Publisher _____

Date of Copyright _____ List Price _____

(Check one) Basic Text Supplemental Text Paperback

Reason for recommendation _____

Head of Department _____ Date: _____

Other comments: _____

Date approved by superintendent _____

Signature of superintendent _____



Code: IIA-AR(2)
Revised/Reviewed:

Reconsideration of Core Instructional Materials

Any staff member, student or their parent or guardian, or resident of the district may raise concern about core instructional materials¹ used in the district’s educational program. This procedure is meant to provide a forum for those persons in the schools and the community who are not directly involved in the selection process. Access to materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination should be submitted through the district’s discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their request at any time during the process.

1. Concern

- a. Concerns about core instructional materials should be submitted to the principal. If a staff member receives an informal inquiry, the staff member is to forward the inquiry to the principal.
- b. Any concern made to the principal about core instructional materials by any person(s) will be made known to the staff member(s) most directly involved with its use.
- c. The principal will arrange to meet with the person(s) with the concern, and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 15 days of receipt of the concern.
 - (1) The principal initially receiving a concern will explain to the person the district’s selection procedure.
 - (2) The principal initially receiving a concern will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.

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

Concerns and requests for reconsideration of supplementary instructional materials or school or classroom library materials will be processed in accordance with the applicable administrative regulation.

- d. The principal will inform the person(s) submitting the concern that if they are not satisfied with the outcome of the informal inquiry process above, they may file a written request for reconsideration of the material within 10 days of the conclusion of 1.c. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

2. Request for Reconsideration

- a. A staff member, student or their parent or guardian, or resident of the district wishing to file a request for reconsideration of core instructional materials must complete Step 1 above prior to filing a request for reconsideration.
- b. All requests for reconsideration will be in writing, signed by the complainant, and must be submitted to the superintendent. All school offices will make forms available.
- c. Upon receipt of a written request for reconsideration, the superintendent or designee will appoint a reconsideration committee.
- d. The reconsideration committee will be made up of at least nine members:
 - (1) Two teachers designated by the superintendent or designee;
 - (2) One school librarian designated by the superintendent or designee;
 - (3) One administrator designated by the superintendent or designee;
 - (4) One member from the community having expressed willingness to serve on this committee designated by the superintendent or designee

The reconsideration committee may include other designated district personnel in discussions about complaints which relate to an underrepresented group or a protected class as designated by the superintendent or designee.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. After completion of the reconsideration committee's responsibilities, the committee shall be considered disbanded.

- e. The use of the material identified in the request for reconsideration will not be suspended during the reconsideration process. Materials will not be removed for discriminatory reasons.
- f. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.

3. Procedures for the Reconsideration Committee

- a. The procedures for the reconsideration committee are as follows:
 - (1) Select a chair;
 - (2) Be responsible for documenting all proceedings; adhering to Public Meetings Law, when required; and established procedures and guidelines; and preparing and representing the recommendations to the superintendent;
 - (3) Establish a calendar for review of the material;
 - (4) Review copies of the request for reconsideration;
 - (5) Review applicable materials such as a copy of the district or school mission statement; professional reviews of the materials being reconsidered, when available; state standards; and curriculum planning;

- (6) Review copies of material being reconsidered, as available;
 - (7) Consider the material's suitability in the context of the original use and the context in which the request for reconsideration was made;
 - (8) Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations as they apply to:
 - (a) The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
 - (b) The material's level of difficulty; and
 - (c) The age group(s) with which it was used.
- b. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide offer oral or written testimony on the reconsideration within such procedures and limitations as may be established by the chair with the consensus of the committee.
 - c. The person who made the request for reconsideration will be kept informed by the superintendent or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of committee meetings.
 - d. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
 - e. Review and discuss possible options for decision, including:
 - (1) Continued use of the material as used, with no restrictions;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, and/or districtwide, related to the specific request for reconsideration; or
 - (3) Removal of the material from the educational setting in which it was used.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

- f. The reconsideration committee's final recommendation will be issued within 45 days of receipt of the request by the district.

The written recommendation and its justification from the committee will be forwarded to the superintendent within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the superintendent, a copy of the recommendation will be sent by the superintendent or designee to the person who requested the reconsideration and to the Board.

g. Procedures for voting:

- (1) A quorum² will be present to act upon any business to come before the committee.
- (2) All outcomes of motions and votes by name will be recorded and reported in the minutes of the meeting(s).
- (3) Only votes of the members present at the time of the vote will be recorded³.
- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

4. Board Review

The Board will review the final recommendation and announce its decision at a Board meeting. If the Board's decision is contrary to the committee's recommendation, the reasons will be communicated, in writing, to the superintendent. The Board's decision, at minimum, should include a reference to grade level and subject area, for which the subject material can be used, if any. The Board will issue a decision within 30 days of receipt of the reconsideration committee's recommendation. The district will provide a copy of the Board's decision to the person who requested the reconsideration.

The timelines may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request, and the staff member(s) involved.

Requests for reconsideration of the same material will not be accepted for at least two calendar year[s] following issuance of a decision on said material.

² A "quorum" is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

³ Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

Code: IIA-AR(2)
Revised/Reviewed: 12/08/10; 8/23/23
Orig. Code: IIA-AR(2)

Challenge of Instructional Materials

(Version 1)

See proposed version

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 on the district form prepared for this purpose and must be submitted to the superintendent or designee.
- b. Upon receipt of a written challenge, the superintendent or designee shall, within 10 student contact days, appoint a 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 student contact days of the committee's appointment by the superintendent or designee.
- d. The review committee shall recommend to the superintendent or designee whether or not the challenged material should be withdrawn from use during the review process. The superintendent or designee 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 at the next business meeting. 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 review the recommendation and make its decision at the next Board meeting following submission 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.
- g. The review committee shall be appointed by the superintendent or designee consisting of both district staff and district patrons.

- (1) At least three of the district employees shall be licensed teachers. Members shall be selected from a list of people having expressed their willingness to serve on this committee;
- (2) Members will serve terms of two years on a rotating basis with the initial terms set by the superintendent or designee (one half shall serve one year and one half shall serve two years);
- (3) The review committee shall be chaired by an administrator appointed by the superintendent and shall be a non-voting member of the committee;

(4) — The committee chair shall be responsible for documenting all proceedings, for adherence to established procedures and guidelines and for preparing and presenting the report and recommendation to the Board based on the minutes of the meeting(s). Additionally, the chair will send copies of the committee’s report and recommendation to the person(s) filing the challenge and the staff member(s) involved.

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.
- 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.a. — All meetings of the review committee are subject to the Public Meetings Law pursuant to ORS 192.610 – 192.690.



Code: IIA-AR(3)
Revised/Reviewed:

Reconsideration of Supplemental Instructional Materials

Any staff member, student or their parent or guardian, or resident of the district may raise concern about supplemental instructional materials¹ used in the district’s educational program. This procedure is meant to provide a forum for those persons in the schools and the community who are not directly involved in the selection process. Access to materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination may be submitted through the district’s discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their reconsideration request at any time during the process.

1. Concern

- a. Any concern made regarding supplemental instructional materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the principal.
- b. The principal will arrange to meet with the person(s) with the concern, and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 15 days of receipt of the concern.

The principal or staff member will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.

- c. The principal will inform the person(s) submitting the concern that if the person is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.b. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

2. Request for Reconsideration

- a. A staff member, student or their parent or guardian, or resident of the district wishing to file a request for reconsideration of supplemental instructional materials must complete Step 1 above prior to filing a request for reconsideration.

¹ “Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

- b. All requests for reconsideration will be in writing, signed by the complainant, and must be submitted to the principal. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.
- c. Upon receipt of a written reconsideration request, the principal will appoint a reconsideration committee from a pool of identified interested individuals.
- d. Use of the material identified in the request for reconsideration will not be suspended during the reconsideration process. Materials will not be removed for discriminatory reasons.

3. Reconsideration Committee

- a. The reconsideration committee shall be made up of at least five members:
 - (1) Two teachers, designated by the principal, and will be from the grade band of the material under reconsideration;
 - (2) One administrator designated by the Director of Schools
 - (3) Two members from the community, having expressed willingness to serve on this committee, appointed by the principal;

The reconsideration committee may include equity, Title IX, and/or Section 504 personnel in discussions about concerns which relate to an underrepresented group or a protected class.

Committee members directly associated with the selection of the material under reconsideration will be excused from the committee. The principal may appoint a replacement for the excused committee member, but such replacement will be of the same general qualifications as the person excused.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. After completion of the reconsideration committee's responsibilities, the committee will be considered disbanded.

4. Procedures for the Reconsideration Committee

- a. Designate a committee member to keep minutes of the committee.
- b. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- c. Review applicable materials such as a copy of the district or school mission statement, professional reviews of the materials being reconsidered, when available, state standards and curriculum planning.
- d. Be responsible for documenting all proceedings; adhering to established procedures and guidelines; and preparing and representing the recommendations to the principal.
- e. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:
 - (1) The suitability 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 alignment of the material with the standards and curriculum;
 - (3) The material's reading level and intended audience (literary level to comprehend the words as opposed to difficult topics);
 - (4) The suitability of the material for the students it was used with; and

- (5) Professional review sources for the title/material, when available.
- f. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
- g. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.
- h. Review and discuss possible options for decision, including:
- (1) Continued use of the material as used, with no restrictions;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, related to the specific request];
 - (3) Removal of the material from the educational setting in which it was used.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

The written recommendation and its justification from the committee will be forwarded to the principal within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the superintendent, a copy of the recommendation will be sent by the superintendent or designee to the person who made the request for reconsideration and to the Board.

- i. Procedures for voting:
- (1) A quorum² will be present to act upon any business to come before the committee.
 - (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).
 - (3) Only votes of the members present at the time of the vote will be recorded³.
 - (4) A vote in the affirmative from a majority of those present is required for a motion to pass.
- j. The decision from the reconsideration committee will be issued within 45 days of receipt of the written request for reconsideration by the principal. The response to the request for reconsideration will include the committee's decision and information regarding an appeal to

² A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

³ Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

the superintendent. The decision will be copied to the involved parties, including the principal. The principal will also communicate the decision to the affected staff and to the public.

5. Appeal to the Superintendent

A decision from the reconsideration committee may be appealed by the person who requested the reconsideration to the superintendent by submission of the appeal to the superintendent within 10 days from issuance of the committee's decision. A copy of all procedural documents, recommendations, and decisions will be made available to the superintendent or designee. The superintendent or designee should review whether the correct procedure was followed. If the correct procedure was followed, the decision of the committee should be affirmed. The superintendent or designee will issue a written decision to the involved parties within 30 days of receipt of the appeal.

If an appeal is made, the decision made by the reconsideration committee is suspended pending the appeal (meaning, if applicable, that the material may remain in use until the appeal decision is made).

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least two calendar years following issuance of a decision on those materials.



Code: IIA-AR(3)
Revised/Reviewed: 12/08/10; 8/23/23
Orig. Code: IIA-AR(2)

Challenge Request Form for Instructional Material

(Version 1)

(Submit to superintendent or designee)

See proposed version
Book or other material if applicable:

Author _____ Hardcover Paperback Other
Title _____ Publisher _____ Date of pub. _____

Digital media, if applicable:
Title _____ Producer/Source (if known) _____
Type of digital media (video, etc.) _____

Request initiated by _____ Telephone _____
Address _____ City _____ Zip _____

Person making the request represents
 Self _____ (Print name)
 Group or organization
Name of Group _____

1. To what in the item do you object? (Please be specific, cite pages, frames, etc.)

2. In your opinion what harmful effects upon students might result from use of this item?

3. Do you perceive any instructional value in the use of this item?

4. Did you review the entire item? If not, what sections did you review?

5. Should the opinion of any additional experts in the field be considered? Yes No

Please list suggestions if any: _____

6. 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 _____.

7. 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? _____

8. Do you wish to make an oral presentation to the Review Committee? Yes No

If yes, please call the district office at _____.

Signature

Date

References:



Code: IIA-AR(4)
Revised/Reviewed:

Reconsideration of School or Classroom Library Materials

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Students select reading materials with the understanding that parents or guardians will discuss concerns and expectations with them.

Any staff member, student or their parent or guardian, or resident of the district may raise concerns about the materials available to students through the district's school and classroom libraries. This procedure is to provide a forum for those persons in the schools and the community who are not directly involved in the selection process. Access to materials under reconsideration will not be restricted during the reconsideration process.

Concerns and requests for reconsideration alleging a material constitutes protected-class discrimination may be submitted through and will be processed in accordance with the district's discrimination complaint policy and procedures.

Meetings of the reconsideration committee are subject to Public Meeting Law.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person filing the request may withdraw their reconsideration request at any time during the process.

1. Concerns about School or Classroom Library Materials

- a. Any concern made regarding school or classroom library materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the person responsible for the selection. For school library materials, share concerns with the building's designated librarian. For classroom library materials, share concerns with the classroom teacher.
- b. The person responsible for the selection of the material in question will respond and attempt to resolve the issue informally. Alternatively, the person responsible for selection may move the concern to the principal in 1.d. An initial response will be provided within 15 days of receipt of the concern.
- c. If the person who made the inquiry is not satisfied, they can request a meeting with the principal.
- d. The principal will meet with the person, attempt to resolve the concern, and document the meeting. The staff member responsible for selection may be requested to attend this meeting. The principal will issue a follow-up communication about the outcome of the meeting to the person who made the informal inquiry and relevant staff within 10 days of receipt in 1.c.
- e. If the person who made the request is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.d. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

f. No materials will be removed or restricted from use as a result of an informal concern.

2. Request for Reconsideration of School or Classroom Library Materials

- a. A staff member, student or their parent or guardian, or resident of the district wishing to file a request for reconsideration of school or classroom library materials must complete Step 1 above, prior to filing a request.
- b. All requests for reconsideration will be in writing, signed by the complainant, and must be submitted to the principal. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.
- c. Upon receipt of a request for reconsideration, the principal will notify all staff member(s) who are directly involved in the request; a copy will be forwarded to the superintendent or designee.
- d. The principal will, within 15 days, appoint a reconsideration committee from a pool of identified interested individuals.
- e. Use of the material identified in the request for reconsideration will not be suspended during the reconsideration process. Materials will not be removed for discriminatory reasons.

3. Reconsideration Committee

- a. The reconsideration committee will be made up of at least five members:
 - (1) One teacher designated by the principal and will be from the grade band of the material under reconsideration;
 - (2) Two librarians designated by the Director of Schools;
 - (3) One administrator designated by the Director of Schools;
 - (4) One members from the community, having expressed willingness to serve on this committee, appointed by the principal;

The reconsideration committee may include equity, Title IX and/or Section 504 personnel in discussions about requests that relate to an underrepresented group or a protected class.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. After completion of the reconsideration committee's responsibilities, the committee will be considered disbanded.

4. Procedures for the Reconsideration Committee

- a. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- b. Review applicable materials such as a copy of the district mission statement and professional reviews of the materials being reconsidered, when available.
- c. Be responsible for documenting all proceedings; adhering to established procedures and guidelines; and preparing and representing the recommendations to the principal.
- d. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:
 - (1) The material's availability for student selection from the school or classroom library;

- (2) The alignment of the material with the school or classroom library material selection criteria;
 - (3) The material’s reading level and intended audience (literary level to comprehend the words as opposed to controversial topics);
 - (4) The suitability of the material for the students it is available for; and
 - (5) Professional review sources for the title/material, when available.
- e. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
- f. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.
- g. Review and discuss possible options for a decision, including:
- (1) Continued use of the material as used, with no restrictions;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, related to the specific request]; or
 - (3) Removal of the material from the educational setting.

The reconsideration committee will consider the material’s suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee’s recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

The written recommendation and its justification from the committee will be forwarded to the principal within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the principal, a copy of the recommendation will be sent by the principal to the person who requested the reconsideration and the Director of Schools.

- h. Procedures for voting:
- (1) A quorum¹ will be present to act upon any business to come before the committee.
 - (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).
 - (3) Only votes of the members present at the time of the vote will be recorded².

¹ A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

² Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

(4) A vote in the affirmative from a majority of those present is required for a motion to pass.

- i. The decision from the reconsideration committee will be issued within 45] days of receipt of the written request for reconsideration by the principal. The response to the request for reconsideration will include the committee’s decision and information regarding an appeal to the superintendent. The decision will be copied to the involved parties, including the principal. The principal will also communicate the decision to the affected staff

5. Appeal to the Superintendent

A decision from the reconsideration committee may be appealed by the person who requested the reconsideration to the superintendent by submission of the appeal to the superintendent within 10 days from issuance of the committee’s decision. A copy of all procedural documents, recommendations, and decisions will be made available to the superintendent or designee. The superintendent or designee should review whether the correct procedure was followed. If the correct procedure was followed, the superintendent or designee should affirm the decision of the committee. The superintendent or designee will issue a written decision within 30 days of receipt of the appeal to the involved parties.

If an appeal is made, the decision made by the reconsideration committee is suspended pending the appeal (meaning, if applicable, that the material may remain in use until the superintendent or designee makes its decision).

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who requested the reconsideration and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least two calendar year[s] following issuance of a decision on those materials.



Code: IIA-AR(6)
Revised/Reviewed:

Independent Adoption of Core Instructional Materials

This administrative regulation applies to independent adoption of core instructional materials—materials which are not included on the state-approved list and are not supplemental, school library, or classroom library materials. The committee will include relevant subject area criteria published by the Oregon Department of Education.

1. The curriculum coordinator/curriculum administrator will compile a list of suitable materials and present them to a review committee. The review committee will be comprised of at least five members including the curriculum coordinator/curriculum administrator, two teachers, two parents of students in the district selected by the curriculum coordinator/curriculum administrator to represent elementary and secondary levels and an administrator, as deemed appropriate.
2. In order to inform constituents who may wish to volunteer of the review process, an announcement will be made, via public notice.
3. 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 curriculum director in consultation with 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.
4. After a trial use or pilot in the classroom and/or committee review, the committee will release results of its evaluation of the instructional materials studied to the superintendent or designee. Specific recommendations will be prepared and forwarded to the superintendent or designee. The committee must show evidence of having used an evaluation or instrument to ensure conformity with curriculum program goals.
5. The superintendent or designee 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 superintendent or designee will issue a recommendation either endorsing the adoption proposal and forwarding it to the Board for approval or referring it back to the committee for revision or further study.

6. 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.

It is a principal's responsibility to implement and maintain the district-adopted instructional materials.



Code: IIBGA
Adopted:

Electronic Communications System

~~The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.~~

The district's **electronic communication** system will be used to provide statewide, national and global communications opportunities for staff and students **and for the advancement and promotion of teaching and learning.**

The superintendent will establish administrative regulations for the use of the district's **electronic communication** system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against **I**nternet 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 **I**nternet ~~and World Wide Web~~;
5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communication;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; **and**
8. Installing measures designed to restrict minors' access to materials harmful to minors.

~~The superintendent will establish administrative regulations for use of the district's system by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff. The **Administrative** regulations developed shall **in**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).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission, copyright law, and will include a complaint procedure for reporting violations.

~~The superintendent will also establish administrative regulations for use of the district's electronic communications system to comply with copyright law.~~

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications system may result in the suspension and/or revocation of system access. Additionally, student violations will may result in discipline up to and including expulsion. Staff violations will may also result in discipline up to and including dismissal. Violations of law will may be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

~~ORS 30.765~~
~~ORS 133.739~~
~~ORS 163.435~~
~~ORS 164.345~~
~~ORS 164.365~~

ORS 167.060 - 167.100
ORS Chapter 192
ORS 260.432
ORS 332.107
ORS 339.250
ORS 339.270

OAR 581-021-0050
OAR 581-021-0055
OAR 584-020-0040
OAR 584-020-0041

Children's Internet Protection Act, 47 U.S.C. §§ 254(h) and (l) (20122018); 47 C.F.R. Section 54.520 (20172019).
Copyrights, 17, U.S.C. §§ 101-1332 (20122018); 19 C.F.R. Part 133 (20172020).
~~Oregon Attorney General's Public Records and Meetings Manual, Appendix H, (2014).~~
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (20122018).
Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8107 (20122018); 34 C.F.R. Part 84, Subpart F (20172020).
Controlled Substances Act, 21 U.S.C. § 812, Schedules I through V (20122018); 21 C.F.R. §§ 1308.11-1308.15 (20172020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (20122018); 29 C.F.R. Part 1630 (20172020); 28 C.F.R. Part 35 (20172020).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (20122018); 34 C.F.R. Part 99 (20172020).
~~Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).~~
Every Student Succeeds Act, 20 U.S.C. § 7131 (20122018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).



Code: IIBGA-AR
Revised/Reviewed: 2/15/11; 4/08/15
Orig. Code: IIBGA-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, as that term is defined in Section 1460 of Title 18, United States Code;~~
 - b. ~~Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or~~
 - c. ~~Harmful to minors.~~~~
2. ~~“Harmful to minors” as defined by CIPA means any picture, image, graphic image file or other visual depiction that:
 - a. ~~Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;~~
 - b. ~~Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and~~
 - c. ~~Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.~~~~
3. ~~“Sexual act; 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, the district’s mission and goals.¹~~
6. ~~“District proprietary information” is defined 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.~~

¹As inappropriate matter is not defined in the CIPA or regulations, districts should define the scope of what it will regard as inappropriate matter. The language provided in #5. is intended as a guide only.

~~7. “District software” is defined 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 ~~I~~Internet access;
2. Provide staff a copy of district policy and administrative regulations;
3. Provide a system for authorizing staff use of personal electronic devices to download or access district proprietary information, that ~~insures~~ensures the protections of said information and ~~insures~~ensures its removal from the device when its use is no longer authorized;
4. Provide a system for obtaining prior written agreement from staff for the recovery of district proprietary information downloaded to staff personal electronic devices as necessary to accomplish district purposes, obligations or duties, and when the use on the personal electronic device is no longer authorized, to ~~insure~~ensure verification that information downloaded has been properly removed from the personal electronic device;
5. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district’s system;
6. 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;
7. Install and use desktop and/or server virus detection and removal software;
8. Provide technology protection measures that protect against ~~I~~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;
9. Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet ~~and World Wide Web~~;
10. 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, chat rooms and other forms of direct electronic communication;
11. 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 and in chat rooms;

12. Determine which users and sites accessible as part of the district's system are most applicable to the curricular needs of the district and may restrict user access, accordingly;
13. Determine which users will be provided access to the district's e-mail system;
14. Notify appropriate system users that:
 - d. 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;
 - e. 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;
 - f. The district may establish a retention schedule for the removal of e-mail;
 - g. 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;
 - h. Information and data entered or stored on the district's computers and e-mail system may become discoverable evidence 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;
 - i. The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the supervising teacher or system coordinator stating the need for the increase;
 - ~~j. Passwords used on the district's system are the property of the district and must be provided to their supervisor or designated district personnel, as appropriate. Passwords that have not been provided to the district are prohibited;~~
 - ~~k.j. Transmission of any materials regarding political campaigns is prohibited.~~
- ~~15. Ensure all student, staff and nonschool system users complete and sign an agreement to abide by the district's electronic communications policy and administrative regulations. All such agreements will be maintained on file in the district office.~~

~~16-15.~~ Notify users of known copyright infringing activities and deny access to or remove the material.

System Access

1. Access to the district's system is authorized to:

Board members, district employees, 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, staff, board members, volunteers, district contractors and other members of the public may be permitted to use the district's system for personal use, in addition to official district business, consistent with board policy, general use prohibitions/guidelines/etiquette and other applicable provisions of this administrative regulation. Personal use of district-owned computers including Internet and e-mail access by employees is prohibited during the employee's work hours. Additionally, board member and employee use of district-owned computers may be permitted only when such use does not violate the provisions of ORS 244.040 and use is under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

General Use Prohibitions/Guidelines/Etiquette

Operation of the district's system relies upon the proper conduct and appropriate use of system users. Students, staff and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical and efficient utilization of the district's system.

1. Prohibitions

The following conduct is strictly prohibited:

- a. Attempts to use the district's 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 advocacy and/or advocacy for a cause.
- b. Attempts to upload, download, use, reproduce or distribute information, data, software, or file share music, videos or other materials on the district's system in violation of copyright law or applicable provisions of use or license agreements;
- c. Attempts to degrade, disrupt or vandalize the district's equipment, software, materials or data or those of any other user of the district's system or any of the agencies or other networks connected to the district's system;
- d. Attempts to evade, change or exceed resource quotas or disk usage quotas;
- e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes 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, menacing, threatening or constitutes insulting or fighting words, the very expression of which injures or harasses others;
 - (5) 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;
 - (6) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, board policy and/or administrative regulation.
- f. Attempts to gain unauthorized access to any service via the district's system which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs;
 - g. Attempts to post or publish personal student contact information unless authorized by the system coordinator or teacher and consistent with applicable board policy pertaining to student directory information and personally identifiable information. Personal contact information includes 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 system, unless authorized by the system coordinator or teacher and with prior parent approval;
 - i. Attempts to use the district's name in external communication forums such as chat rooms without prior district authorization;
 - j. Attempts to use another individual's account name or password, failure to provide the district with individual passwords or to access restricted information, resources or networks to which the user has not been given access.

2. ~~Guidelines/Etiquette~~

~~System users will:~~

- ~~a. Follow 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 talk/chat/Internet relay chat only as approved by the supervising teacher or system coordinator. Avoid downloading excessively large files. Remain on the system long enough to get needed information then exit the system. Act as though every byte sent costs somebody time and money, because it does;~~
- ~~e. 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. Follow the guidelines for managing and composing effective e-mail messages:~~
 - ~~(1) One subject per message—avoid covering various issues in a single e-mail message;~~
 - ~~(2) Use a descriptive heading;~~
 - ~~(3) Be concise—keep message short and to the point;~~
 - ~~(4) Write short sentences;~~
 - ~~(5) Use bulleted lists to break up complicated text;~~
 - ~~(6) Conclude message with actions required and target dates;~~
 - ~~(7) Remove e-mail in accordance with established guidelines;~~

- ~~(8) Remember, there is no expected right to privacy when using e-mail. Others may read or access mail;~~
- ~~(9) Always sign messages;~~
- ~~(10) Always acknowledge receipt of a document or file.~~
- ~~g. Protect password confidentiality. Passwords are the property of the district and are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted with supervising teacher or system coordinator approval only. No system user may use a password on the district's computers, e-mail system or Internet access which is unknown to the district;~~
- ~~h. Communicate only with such users and/or sites as may be authorized by the district;~~
- ~~i. Be forgiving of the mistakes of others and share your knowledge. Practice good mentoring techniques;~~
- ~~j. Report violations of the district's policy and administrative regulation or security problems to the supervising teacher, system coordinator or administrator, as appropriate.~~

Complaints

The district's established complaint procedure will be used for complaints concerning violations of the district's Electronic Communications System policy and/or administrative regulation. See board policy KL and accompanying administrative regulation.

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 district system access up to and including ~~permanent~~ loss of privileges.
 - b. Violations of law will 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 will 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 OAR 584-020-0041.
 - d. Violations of ORS 244.040 will be reported to GSPC.
3. Others
 - a. Other guest users who violate general system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.

- b. Violations of law will 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 or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by any home usage of the district's system.
2. Any disputes or problems regarding phone services for home users of the district's system are strictly between the system user and his/her local phone company and/or long-distance 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 system may provide access to materials that may be considered objectionable and inconsistent with the district's mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's 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. System users may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies that may be accessed through the district's system. These individuals and agencies are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the seller and the system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the seller. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers.
4. The district does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user's requirements or that the system will be uninterrupted or error-free or that defects will be corrected. The district's 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 system and any information or software contained therein.

Sample Parent Letter

Dear Parents:

Your student has [requested] [been selected] to participate in the district's electronic communications program and needs your permission to do so. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks.

The Internet is a system which links networks creating a large and diverse communications network. Internet access allows your student the opportunity to reach out to many other people to share information, learn concepts and research subjects by the sending and receiving of messages using a computer, modem and phone lines.

With this educational opportunity also comes responsibility. It is important that you and your student read the enclosed district policy, administrative regulation and agreement form and discuss these requirements together. Inappropriate system use will result in discipline up to and including expulsion from school, suspension or revocation of your student's access to the district's system and/or referral to law enforcement officials.

Although the district is committed to practices that ensure the safety and welfare of system users, including the use of technology protection measures such as Internet filtering, please be aware that there may still be material or communications on the Internet that district staff, parents and students may find objectionable. While the district neither encourages nor condones access to such material, it is not possible for us to eliminate that access completely.

Attached to this letter are the following important documents:

1. — An agreement for your student to read and sign stating his/her agreement to follow the district's Electronic Communications System policy and administrative regulation. This agreement requires your signature. It must be signed and renewed each year and will be kept on file at the school;
2. — The district's Electronic Communications System policy and administrative regulation.

Please review these materials carefully with your student and return the attached agreement form to the [school office] indicating your permission or denial of permission for your student to participate in 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 read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in discipline up to and including expulsion from school and/or suspension or revocation of system access and related privileges and/or referral to law enforcement officials.~~

~~Student Signature _____ Date _____~~

~~Sponsoring Parent~~

~~I have read the district's Electronic Communications System policy and administrative regulation. I will monitor my student's use of the system and his/her potential access to the world-wide 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.~~

~~I give my permission to issue an account for my student and certify that the information contained on this form is correct.~~

~~I do not give my permission for my student to participate in the district's communications system.~~

~~Signature of Parent _____~~

~~Home Address _____~~

~~Date _____ Home Phone Number _____~~

~~This space reserved for System Coordinator~~

~~Assigned Username: _____ Assigned Password: _____~~

~~AGREEMENT FOR AN ELECTRONIC COMMUNICATIONS SYSTEM ACCOUNT
(Nonschool System User)~~

~~I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in suspension 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 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 _____~~

~~Home Address _____~~

~~Date _____ Home Phone Number _____~~

~~This space reserved for System Coordinator~~

~~Assigned Username: _____ Assigned Password: _____~~

STAFF MEMBER AGREEMENT FOR AN ELECTRONIC COMMUNICATION SYSTEM ACCOUNT

I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in disciplinary actions which may include suspension or revocation of system access and related privileges, dismissal or suspension of employment, and/or referral to law enforcement officials."

In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

Signature _____

Home Address _____

Date _____ Home Phone Number _____

This space reserved for System Coordinator

Assigned Username: _____ Assigned Password: _____



Code: _____ IIBGB
Adopted: _____ 1/04/07
Readopted: _____ 12/08/10
Orig. Code: _____ IIBGB

Web Pages

The district may establish a website. Material appropriate for placement on the district website includes: District information, school information, teacher or class information, student projects, and student extracurricular organization information. Personal, non-educationally related information will not be allowed on the district website.

The district Technology Coordinator will designate a district web master, responsible for maintaining the official district website and monitoring all district web activity. The district web master will develop style and content guidelines for official district and school web materials and develop procedures for the placement and removal of such material. All official district material originating from the district posted on the district website must be approved through a process established by the district Technology Coordinator.

School Web Pages

The principal will designate a school website master, responsible for managing the school website and monitoring class, teacher, student, and extracurricular web pages. All official material originating from the school will be consistent with the district style. All web material generated at a school will be submitted to the school website master for review. Once the material has been reviewed by the school website master the site master will upload the material to the district web server.

The Website Master will insure that:

1. All material to be uploaded to the district web server will adhere to the guidelines found within the district web policy and Reynet guidelines for appropriate usage.
2. All links are functioning and are educationally appropriate at least two layers deep.

Teacher Web Pages

Teachers may establish Web pages for use with class activities or that provide a resource for other teachers for submission to the school web master. Teacher Web pages will not be considered official material, but will be developed in such a manner as to reflect well upon the district and school.

Staff Web Pages

Staff may develop Web pages that provide a resource for others. Staff will submit web pages to the school web master for uploading to the district web server. Staff Web pages will not be considered official material, but will be developed in a manner as to reflect well upon the district.

Student Web

Students may create a web site as part of a class activity or, with the approval of the school website master, a staff sponsored special project. Material presented on a student class activity Web site must meet the educational objectives of the class activity.

With the approval of the principal or school website master, students may establish personal Web pages. Material presented in the student's personal Web site must be related to the student's educational and career preparation activities, as well as adhere to Reynet policies regarding appropriate usage.

It will not be considered a violation of a student's right to free speech for the school or district web master to remove material that fails to meet established educational objectives or that is in violation of a provision of the Acceptable Use Policy or student disciplinary code. However, student material may not be removed on the basis of disagreement with the views expressed by the student.

Student Web pages must include the following notice: "This is a student Web page. Opinions expressed on this page shall not be attributed to the district or the Multnomah Education Service District" and/or an icon stating the same as provided by the district webmaster.

Student web pages will be removed at the end of the school year unless special arrangements are made. A notice will be provided to students prior to such removal.

Extracurricular Organization Web Pages

With the approval of the building principal, extracurricular organizations may establish web pages. Material presented on the organization web page must relate specifically to organization activities.

Organization web pages must include the following notice: "This is a student extracurricular organization web page. Opinions expressed on this page shall not be attributed to the MESD or district" and/or an icon stating the same as provided by the district webmaster.

Web Page Design

All district Acceptable Use Policy provisions will govern material placed on the web.

Web Pages shall not:

1. Contain the full name, address, or phone number of students. First names or first names and the first letter of the last name may be used where appropriate.
2. Display photographs or videos of any identifiable individual without a signed model release. Model releases for students under the age of 18 must be signed by their parent or guardian.
3. Contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner. There will be no assumption that the publication of copyrighted material on a web site is within the fair use exemption.

~~Material placed on the web site is expected to meet academic standards of proper spelling, grammar, and accuracy of information.~~

~~Students may retain the copyright on the material they create that is posted on the Web. District employees may retain the copyright on material they create and post if appropriate under district policies.~~

~~All web pages should carry a stamp indicating when it was last updated and the site web master's e-mail address.~~

~~All web pages should have a link at the bottom of the page that will help users find their way to the appropriate home page.~~

~~Users should retain a back-up copy of their web pages.~~

~~END OF POLICY~~

Legal Reference(s):

~~ORS 332.107~~

~~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); Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).~~

Cross Reference(s):

~~HBGA—Electronic Communications System
JO/IGBAB—Student Education Records~~



Code: IKF
Adopted: 4/08/10
Revised/Readopted: 12/08/10; 5/09/12; 2/12/14;
1/13/16; 4/13/16; 6/08/16;
6/13/18; 3/30/22

Graduation Requirements**

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

In order to earn a standard high school diploma, students must complete a minimum of 24 credits. In order to earn an honors diploma, students must complete a minimum of 27 credits, maintain a grade point average (GPA) of 3.50 through eight semesters and pass all of the following state assessments: reading, writing, mathematics and science.

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

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

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

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

² See OAR 581-022-2000 for additional information.

7. ³Enrolled in an approved recovery school under ORS 336.680.

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

Standard Diploma

A high school diploma will be awarded to students⁵ in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁶ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (~~including~~ shall include 0.5 unit of US civics⁷ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, ~~[civics,]~~ geography, and economics (~~including personal finance~~) and ⁸financial literacy);
5. ⁹One-half credit of higher education and career path skills;
6. ¹⁰One-half credit of personal financial education;

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

⁴ “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.962~~961~~ or a hospital identified in ORS 343.261.

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

⁶ “Language arts” includes reading, writing and other communications in any language, including English.

⁷ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁸ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

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

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

7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹¹ (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 above, a student must^[12]:

1. ¹³Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Honors Diploma

Students pursuing a high school diploma in the district will have the option to earn an honors diploma. In order to qualify for the honors diploma, in addition to meeting the district’s standard diploma requirements, students will be required to:

1. Pass all of the following state assessments: science, mathematics, reading and writing.
2. Maintain a cumulative, unweighted grade point average of 3.50 for all high school coursework through eight semesters.
3. Complete all graded courses on a letter grade scale (when available).
4. Complete 27 high school credits.
5. Earn four credits in advanced courses (those courses with the opportunity to earn college credit) during the junior and senior years.

¹¹ “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

¹² ~~[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).]~~

¹³ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

6. Two of the World Language, CTE and Arts credits must be sequential.

Modified Diploma

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

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

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

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹⁴One-half credit in personal financial education;
6. ¹⁵One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

¹⁴ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

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

1. ¹⁶Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in ~~learning expectations~~ the achievement level, construct, or ~~content that is to be measured, grade-level standard, or~~ measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student’s assessment may adjust the administration of the assessment and/or the assessment’s achievement standard. The IEP or 504 team must inform the student’s parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student’s progress toward the modified diploma.

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

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

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

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

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

¹⁶ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

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

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

¹⁷Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student’s language of origin for a high school diploma or a modified diploma.

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

Essential Skills Appeal

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.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. *An extended diploma may be awarded to a student only upon the consent of the parent or guardian. The district must receive the consent in writing during the school year in which the extended diploma is awarded. The requirement for obtaining the consent of a student’s parents or guardian does not apply to a student who is emancipated or has reached the age of majority of 18 years of age or older at the time the extended diploma is awarded.*

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~ 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;

¹⁷ OAR 581-022-2120(2) requires districts to have “policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students’ language of origin.” OAR 581-022-2120(4) waives this requirement through the 2027-28 school year.

- b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
- a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

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

Alternative Certificates

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

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

Certificate of Attendance

A certificate of attendance¹⁸ will be awarded to students who:

¹⁸ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

1. Have maintained regular full-time attendance¹⁹ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history²⁰.

For students with a documented history²¹, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

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

Work Samples

The district shall be in compliance with all Oregon Department of Education Local Performance Assessments.

Required Local Performance Assessments constitute at least one classroom work sample in each of the following areas: writing, speaking, math and science inquiry.

Valedictorian

The district shall award the title of valedictorian to the graduating senior with the highest accumulative, weighted, grade point average and the title of salutatorian to the student who has earned the second highest accumulative, weighted GPA of their graduating class

In addition to weighted GPA, the student who is eligible for valedictorian or salutatorian must meet the following requirements:

1. Earn an Reynolds High School Honors Diploma;
1. Earn at least a 4.0 accumulative, weighted grade point average;

²⁰ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

²¹ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

2. Earn at least six credits each semester his or her senior year;
3. Actively participate in at least one cocurricular activity each year of high school (e.g., activities/clubs, community/leadership, athletics, fine/performing arts); and
4. Demonstrate exemplary behavior and school/community citizenship.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve a high school diploma, a modified diploma, an and extended diploma, or an alternative certificate at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

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

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

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

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

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

A student who receives a modified diploma, an extended diploma, or an alternative certificate a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and. w When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total

number of instructional hours that ~~are~~ is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, ~~an alternative certificate~~ a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or ~~alternative certificate~~ certificate of attendance is contingent on the IEP team determining the student’s continued eligibility and special education services are needed.

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form²² 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.~~ 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 336.585	OAR 581-022-2005
ORS 329.045	ORS 336.590	OAR 581-022-2010
ORS 329.451	ORS 339.115	OAR 581-022-2015
ORS 329.479	ORS 339.505	OAR 581-022-2020
ORS 332.107	ORS 343.295	OAR 581-022-2025
ORS 332.114		OAR 581-022-2030
	OAR 581-021-0009	OAR 581-022-2115
	OAR 581-022-0102	OAR 581-022-2120
	OAR 581-022-2000	OAR 581-022-2505

²² Oregon Department of Education page for: [OAR 581-022-2000 pt-out form](#)

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

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



Code: IKFB
Adopted:

Graduation Exercises

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

Accordingly, appropriate graduation programs may be planned by the school.

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

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

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

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

Graduating students will be allowed to wear ²“Native American ~~[or other]~~ items of cultural significance”³ or other items of cultural significance³.

END OF POLICY

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

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

³ The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

Legal Reference(s):

[ORS 329](#).451

[ORS 332](#).107

[ORS 332](#).112

[ORS 339](#).505

[ORS 343](#).295

[ORS 659](#).850

[OAR 581](#)-021-0050

[OAR 581](#)-021-0055

[OAR 581](#)-021-0060

[OAR 581](#)-022-2000

[OAR 581](#)-022-2010

[OAR 581](#)-022-2015

[OAR 581](#)-022-2020

[OAR 581](#)-022-2505

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

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

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

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

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

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



Code: JECA
Adopted: 1/04/07
Revised/Readopted: 6/09/10; 8/14/13; 6/13/18;
9/28/22
Orig. Code: JECA

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or ~~an alternative certificate of attendance~~.
5. Students whose parent/~~guardian/guardian~~ 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~~~~residence~~ is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents/~~guardians~~ 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 district Board may, upon recommendation of the superintendent, deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.
8. The district Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.
9. The district Board may, based upon recommendation of the superintendent, provide alternative programs of instruction to a student who has become a resident student and who is under expulsion from another district 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 339.139](#)

[ORS 433.26](#)



Code: JFE
Adopted: 1/04/07
Revised/Readopted: 6/09/10; 9/28/22
Orig. Code: JFE

Pregnant and/or Parenting Students**

The district shall not discriminate in its education program or activity against any student based on their current, potential, or past pregnancy, parenting, or related conditions. No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood. A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities, ~~unless physically unable~~. The district shall ensure that pregnant and/or parenting students receive special services as necessitated by their condition.

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

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

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

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community.;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, ~~childcare~~ ~~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.

When a district employee is notified of a student's pregnancy or related condition by the student or a person who has a legal right to act on behalf of the student, the employee will provide notice to that person. The notice will include:

1. The Title IX Coordinator's contact information;
2. That the Title IX Coordinator can coordinate specific actions to prevent discrimination and ensure the student's equal access to the district's education program or activity;
3. The district's responsibilities under Title IX; and

4. The district's notice of nondiscrimination.

The student will be allowed access to a lactation space¹ [described in Board policy GBDA – Expression of Milk.

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

END OF POLICY

Legal Reference(s):

[ORS 336.640](#)

[ORS 339.010](#)

[ORS 339.030](#)

[OAR 581-021-0046](#)

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

¹ A lactation space must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed. (34 CFR 106.40(b)(3)(v))

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



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

District _____ Date _____

School _____

Student Information

Student name: _____

Age: _____ Date of birth: _____

Pregnant? Yes No Due date: _____

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

Student Eligible Programs (Check all that apply):

IEP

504

ELD

McKinney Vento

TAG

Other: _____

Living situation: _____

Sources of financial support: _____

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

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

Modified Diploma Track Yes No

Date of enrollment in individualized plan: _____

Program Information

Check whether service is to be provided ~~and paid~~ for by family, school or agency. If provided by an agency, please indicate the source~~indicate source~~. Briefly describe the service(s) to be provided.

Education

Description

Provided by: _____ Paid for by: _____

- Family ~~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 and Nutrition Services

Description

Provided by:

- Family
- School
- Agency

~~Paid for by:~~

- ~~Family~~
- ~~School~~
- ~~Agency~~

Counseling

Description

Provided by:

- Family
- School
- Agency

~~Paid for by:~~

- ~~Family~~
- ~~School~~
- ~~Agency~~

Other Social Services

Description

Provided by:

- Family
- School
- Agency

~~Paid for by:~~

- ~~Family~~
- ~~School~~
- ~~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): Nonattendance Moved Completed diploma¹ Completed GED
 Returned to regular school program
 Other _____

Comments: _____

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



Code: JHCD
Adopted:

Medications/****

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

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

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

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

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

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

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

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

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

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

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)

[ORS 689.800](#)

[OAR 166-400-0010\(17\)](#)

[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 - 0035](#)

[OAR 581-021-0037](#)

[OAR 581-022-2220](#)

[OAR 851-047-0000 - 0030](#)

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

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

House Bill 1552 (2024).



Code: JHCD-AR
Adopted:

Medications**/*

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

1. Definitions¹

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

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

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

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

2. Designated Staff/Training

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

² A registered nurse who is employed by a district or local public health authority to provide nursing services at a district may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the district for not more than 90 days.

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

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

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

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

4. Administering Short-Acting Opioid Antagonists

A short-acting opioid antagonist may be administered by any district personnel⁴ to any student or other individual, on school premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an overdose of an opioid drug.

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

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

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

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

⁴ Including district personnel who have not received medication administration training.

- d. A statement that a representative of the district may administer a short-acting opioid antagonist to a student in an emergency if the student appears to be unconscious and experiencing an opioid overdose.

5. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a district-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and/or in transit to or from a school or a district-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal of the school the student attends will designate one or more district personnel to receive training and be responsible for administering the medication to treat adrenal insufficiency to a student in the event the student exhibits symptoms the district personnel believe in good faith indicate the student is experiencing symptoms of adrenal crisis;
- b. The designated personnel will successfully complete required training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis;
- c. The student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will develop an individualized health care plan for the student;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available district staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
 - (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
 - (a) The written permission of the student's parent or guardian; and
 - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions from the prescriber, if any; and
 - (vii) Signature of the prescriber.

The prescription medication is provided in the original prescription packaging by the student's parent or guardian. The prescription label prepared by a pharmacist at the direction of the prescriber, will be sufficient to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
- (a) The nonprescription medication is necessary for the student to remain in school;
 - (b) The nonprescription medication is:
 - (i) Provided in the original manufacturer's container by the student's parent or guardian; or
 - (ii) Is part of the district's stock medication program in compliance with the Oregon Board of Pharmacy rules including OAR 855-035-0005.
 - (c) The written instruction and permission from the student's parent or guardian for the administration of the nonprescription medication⁵ 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.

⁵ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 6.a.(2)(d).

- b. The principal or designee will require an individualized health care plan or allergy plan be developed for every student with a need to manage asthma or a known life-threatening allergy. A plan will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic responses, and include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity;
- c. A student being administered a medication may be monitored by designated personnel to monitor the student's response to the medication;
- d. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- e. It is the student's parent or guardian's responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- f. It is the student's parent or guardian's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- g. In the event a student refuses medication, the parent or guardian will be notified immediately. No attempt will be made to administer medication to a student who refuses a medication;
- h. Any error in administration of a medication will be reported to the parent or guardian immediately and documented on a medication administration record. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- i. Medication shall not be administered until the necessary permission form and written instructions have been submitted and received as required by the district.

7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer prescription or nonprescription medication to themselves without assistance from designated personnel and is subject to the following:
 - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) The written permission from a parent or guardian and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
 - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a district setting.

- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication⁶ and must have:
 - (a) The written permission of the student’s parent or guardian;
 - (b) The student’s name affixed to the manufacturer’s original container; and
 - (c) The permission to self-administer medication from a building administrator.

- (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
 - (a) The written permission of the student’s parent or guardian; and
 - (b) A written order from the student’s prescriber that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school or district-sponsored activities;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

- b. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. A student may have in their possession only the amount of medication needed for that school day, except for manufacturer’s packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- d. The sharing and/or borrowing by a student of any medication with another student is strictly prohibited;
- e. The district personnel will request backup medication, when the medication is to treat a student’s asthma or severe allergy emergency, from the student’s parent or guardian. Backup medication, if provided by a student’s parent or guardian, will be kept at the student’s school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
- g. The permission for a student to administer medication to themselves may be revoked if the student does not responsibly self-administer the medication or abuses the use of the medication as determined by district personnel;
- h. A student may be subject to discipline, up to and including expulsion, as appropriate for violations of these procedures;
- i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student’s response to the medication;

⁶ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 7.a.(3).

- j. The district allows the application of and use by students of nonprescription sunscreen, including sunscreen that contains para-aminobenzoic acid, without any required documentation from a licensed health care professional per ORS 339.874.
8. Handling, Monitoring and Safe Storage of Medication Supplies for Administration of Medication
- a. Any medication must be delivered to the school in its original manufacturer's or current prescription container, accompanied by the permission form and written instructions, as required above.
 - b. Prescription medication must always be the most current prescription and kept in the original, labeled container.
 - c. Nonprescription medication must be kept in original manufacturer's bottle or box.
 - d. Never administer medication sent to school in unlabeled containers.
 - e. Never repack medication into a plastic bag or other container for any reason.
 - f. Medication in any form categorized as a sedative, stimulant, anti-convulsive, narcotic analgesic or psychotropic medication will be counted or measured by designated personnel or parent or guardian in the presence of another district employee upon receipt and initialed by the two individuals who counted or witnessed the procedure, documented in the student's medication administration record (MAR) and routinely monitored during storage and administration. Any discrepancies will be reported to the school nurse or principal immediately and documented in the student's MAR. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
 - g. Designated personnel will follow the written instructions of the prescriber and the student's parent or guardian, and training guidelines as may be recommended by ODE for administering all forms of prescription and/or nonprescription medications.
 - h. Medication will be secured as follows:
 - (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box in a secure area;
 - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication in a secure area;
 - (3) Access to medication storage keys will be limited to the principal and designated personnel.
 - i. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
 - j. When medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian immediately.
9. Emergency Response
- a. Designated personnel will immediately call 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects and allergic reactions, including the administration of epinephrine. The parent or guardian, nurse and principal will be notified immediately.
 - b. Adverse reactions which result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately.

- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.
- d. Any available staff will immediately call 911 when a short-acting opioid antagonist is administered to any student or other individual on district premises.

10. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian, at the end of the school year or within 5 school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in the presence of another school employee. The medication may be disposed through a designated drug take-back collection program or will be disposed of by designated personnel following DEQ guidelines and documented on the student's MAR as described below.
- b. Sharps and glass will be disposed of in accordance with state guidelines.

11. Transcribing, Recording and Record Keeping

- a. A medication administration record (MAR) will be maintained for each student administered medication by the district. The MAR will be in paper⁷ or electronic form and will include, but not be limited to:
 - (1) The full name of the student, date of birth, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication;
 - (4) Incidents of emergency and minor adverse reaction by a student to medication;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- b. A MAR for medication administered as part of an IEP goal should be maintained in the IEP record at the end of each school year.
- c. All records relating to administration of medications, including permissions and written instructions, will be maintained. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- d. All records relating to the training of designated district personnel will be maintained by the district in accordance with applicable provisions of OAR 166-400-0010.
- e. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with school personnel with a legitimate educational interest in the student or others authorized by the parent or guardian in writing or others as allowed under state and federal law.

⁷ If a paper record is kept, the record will be documented in blue or black ink, and never in pencil or with use of white-out.

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

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

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

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

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

Non-Liability Provisions for Self-Administration and Autoinjectable Epinephrine

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in ORS 339.866, if the school administrator, school nurse, teacher or other school employee, in compliance with the instructions of the student's Oregon licensed health care professional, in good faith assists the student's self-administration of the medication, if the medication is available to the student pursuant to written permission and instructions of the student's parent, guardian or Oregon licensed health care professional.

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

The district and the members of a district Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine; and the person administered the autoinjectable epinephrine on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district.

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

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Medications**

See new medications policy and AR

~~The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to themselves, 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[†], or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to themselves 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).~~

~~A current first-aid and CPR card is required for designated personnel.~~

~~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.~~

~~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~~

[†]Under proper notice given to the district by a student or student's parent or guardian.

~~care professional on the proper use of and responsibilities for the prescribed medication. A request to the district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber².~~

~~A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.~~

~~A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law³, 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.~~

~~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.~~

~~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-~~

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.

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*.

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~~9/28/22 4/08/15; 6/08/16;~~
~~6/13/18~~
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Medications**

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

~~1. Definitions~~

- ~~a. “Medication” means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student’s Oregon licensed health care professional for asthma or severe allergies. 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[†]” 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~~

[†] 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.

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.

- 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 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.~~

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4.— ~~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;~~

~~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;~~

- ~~d. — 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:~~
 - ~~(i) — Name of the student;~~
 - ~~(ii) — Name of the medication;~~

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- (iii) Method of administration;
- (iv) Dosage;
- (v) Frequency of administration;
- (vi) Other special instructions from the prescriber, if any; and
- (vii) Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)–(vi) above.

(2) ~~A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:~~

- ~~(a) The nonprescription medication is necessary for the student to remain in school;~~
- ~~(b) The nonprescription medication is provided in the original manufacturer’s container by the parent or guardian of the student;~~
- ~~(c) The written instruction from the student’s parent or guardian for the administration of the nonprescription medication includes:~~

- ~~(i) Name of the student;~~
- ~~(ii) Name of the medication;~~
- ~~(iii) Method of administration;~~
- ~~(iv) Dosage;~~
- ~~(v) Frequency of administration;~~
- ~~(vi) Other special instructions, if any; and~~
- ~~(vii) Signature of the student’s parent or guardian.~~

~~If the written instruction is not consistent with the manufacturer’s guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.~~

~~(d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student’s prescriber is required and will include:~~

- ~~(i) Name of the student;~~
- ~~(ii) Name of the medication;~~
- ~~(iii) Dosage;~~
- ~~(iv) Method of administration;~~
- ~~(v) Frequency of administration;~~
- ~~(vi) A statement that the medication must be administered while the student is in school;~~
- ~~(vii) Other special instructions, if any; and~~
- ~~(viii) Signature of the prescriber.~~

b. ~~An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school~~

or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;

- ~~c. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;~~
- ~~d. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;~~
- ~~e. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication;~~
- ~~f. Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documentation will be made on the district's Accident/Incident Report form. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;~~
- ~~g. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.~~

~~7. Administration of Medication by a Student to Themselves~~

- ~~a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
 - ~~(1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - ~~(a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;~~
 - ~~(b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;~~
 - ~~(c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a school setting.~~~~
 - ~~(2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:~~~~

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- (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;~~
- e. ~~Sharing and/or borrowing of any medication with another student is strictly prohibited;~~
- d. ~~For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;~~
- e. ~~Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;~~
- f. ~~A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;~~
- g. ~~Permission for a student to administer medication to themselves may be revoked if the student violates the Board policy and/or this administrative regulation;~~
- h. ~~A student may be subject to discipline, up to and including expulsion, as appropriate;~~
- i. ~~A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.~~

8. ~~Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students~~

- ~~a. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school in its original container, accompanied by the permission form and written instructions, as required above.~~
- ~~b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another district employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.~~
- ~~c. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.~~
- ~~d. Medication will be secured as follows:~~
- ~~(1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box used solely for the storage of medication;~~
 - ~~(2) Medications requiring refrigeration will be stored in a locked box in a refrigerator;~~
 - ~~(3) Access to medication storage keys will be limited to the principal and designated personnel.~~
- ~~e. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.~~
- ~~f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.~~

9. ~~Emergency Response~~

- ~~a. Designated personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian, school nurse and principal will be notified immediately.~~
- ~~b. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.~~
- ~~c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.~~

10. ~~Disposal of Medications~~

- ~~a. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five~~

~~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:~~

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- ~~(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.~~

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~~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).~~

- ~~e.a. 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.~~



Code: KG-AR
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Orig. Code: KG-AR

Community Use of District Facilities

Processing Facility Requests and Governance of Building Usage

1. Applications and Approval

- a. ~~Facilities Use Application is completed online. Application is made using approved district forms, Application for Use of School Buildings.~~
- b. Applications will be reviewed by the superintendents or designee ~~must be submitted to the principal's office.~~ The final application approval ~~process~~ will be determined by the respective site principal.
- c. Applications denied or canceled may be appealed by the applicant or principal to the superintendent or designee. If denied at the appeal level, the decision may be appealed in writing to the board.
- d. In all cases, requests from district or school-organized activities ~~school groups~~ shall take precedence in the scheduling of district facilities. In the event of non-school conflicting demands, the order of classification shall be the determining factor. However, applications already approved will be honored in the order approved.
- e. A district/building employee will be required to be in the building for the duration of any activity involving district facilities. The associated costs for providing supervision of facilities use must be paid in addition to rental fees. ~~The district employee(s) in the building before or after school must perform a supervisory role and may be held accountable for any damage or noncompliance with district rules and policies.~~

2. Rules Governing Facilities Usage

- a. The use of district facilities, equipment, and/or materials must have the principal's pre-approval and/or appropriate director's pre-approval on the appropriate form(s).
- b. No decorations or application of materials to walls, ceilings, or floors will be allowed without prior approval.
- c. Profane language, possession of, or use of tobacco products and/or inhalent delivery systems (cigarettes, cigars, pipes, vape pens, or smokeless/chewing tobacco), alcoholic beverages ~~intoxicating liquor~~, use of illegal drugs, inappropriate music and/or inappropriate conduct shall not be permitted and may lead to immediate forfeiture of district facility use privileges, including forfeiture of deposit.
- d. Gym shoes that have clean non-marking soles shall be required for all activity-type games or exercises.
- e. The facility space is rented as is, the district does not supply additional chairs or tables for use unless. In special circumstances, and with pre-approval from the school principal, fFolding chairs and tables may be rented and are to be erected and stored by adults representing the

group using the school facility, unless special arrangements are made with and approved by the site's principal. There is a rental fee for each district folding chair and table used and a charge to set up, take down, and/or clean up facilities. The district shall be held harmless for any injury sustained in erecting or storing chairs and tables.

- f. Groups using school facilities are required to leave facilities in the same condition they are found. The principal or designee will complete and have the user sign a building/room condition form prior to the group using the facility. If the group desires to leave the facility in a condition other than found, or there is damage to the facility, the district will retain the deposit fee and assess any additional charges for parts or replacement, including labor not covered by the deposit fees.
- g. The use of kitchen facilities ~~is not allowed. must be supervised by the personnel from food services in order to ensure food safety and compliance with OSHA guidelines for use of dangerous equipment. Food services offers catering services and all groups, even school groups will be charged the cost recovery rate (including overtime if it applies) for the use of kitchen facilities. There are no exceptions to the staff supervision of the kitchen facilities.~~
- h. Facility use shall be limited to those times approved on the application and the appropriate agreement, if applicable.
- i. Application approval shall not be construed as a lease and the appropriate director or administrator may revoke the application at any time prior to the use date.
- j. An applicant using district facilities and failing to abide by the application agreement may be denied future use of school facilities.
- k. Applicants using district facilities four or more times in a given academic year may negotiate a Multiple Use Agreement.
- l. Agencies that allow the district to use their facilities are to enter into a Cooperative Use Agreement.
- ~~m. Applicants must have primary liability insurance coverage which provides a certificate of insurance, naming the Reynolds School District as the certificate holder or Additional Insured and agrees to hold the district harmless for all accidents. The liability limits will be a minimum of the following limits: Occurrence-based General Liability, to include premises operations, independent providers, products/completed operations, and blanket contractual; with limits not less than \$1,000,000 Combined Single Limit Bodily Injury, Property Damage, and Personal Injury any one occurrence and \$2,000,000 in the aggregate. ~~(a) \$21,000,000 to any claimant for damage to or destruction of property, (b) \$500,000 to any number of claims arising out of a single accident or occurrence.~~~~
- ~~n.m.~~ Additional rules governing the use of the facility, as deemed by the administration, may be stipulated that are not specifically stated in this administrative regulation.
- ~~o.n.~~ District facilities may not be available for non-district use from ~~the July 1 second week in August~~ through the first two weeks of school and ~~are may~~ not be available during school closures, holiday periods, or long weekends (i.e. winter and spring recess) ~~winter and spring recess.~~
- ~~p.o.~~ All application fees must be paid when the facility use application is made.
- ~~q.p.~~ All deposits and estimated fees are to be paid in advance of use.
- ~~r.q.~~ The fee schedule is reviewed in June - July and posted in August and may be revised as new facilities are made available due to acquisition, new construction/remodeling, or relocation.

3. Rules Governing Fees Collected

- a. All facility deposits and fees will be paid via the website or check. ~~Twice annually (January and July) after staffing, utility and material costs have been debited,~~ 50% of the fees paid will be credited to the building Principal's Discretionary Fund ~~a Special Building Facility Reserve Account. Said account is to be comprised of individual line entries for each site.~~
- b. ~~Facility fees, deposits, and charges may be used by the Operations department individual sites to repair and maintain facility and equipment as well as purchase equipment that will improve the facility or equipment that is made available to community groups for rental in the facility. Approval for expenditures in said account to be approved by appropriate principal.~~
- e.b. After applicable charges have been debited, 50% percent of any facility use fee remaining will be credited to a Special District Facility Use and Maintenance Reserve Account. This portion of the rental fees is to be used to cover facility use labor costs and repair and maintain facilities and equipment, replace district-wide chairs and tables that are used in each of the buildings and including any district-wide audiovisual equipment that is rented.

Use of District Buildings and Equipment During Non-School Time

1. District Community Partners

- a. Subject to (2.n) above, administrators may approve requests for use of buildings, grounds, and equipment prior to a non-school time and make appropriate arrangements with the custodian to open and close the building.
- b. District Community Partners are responsible for any set up, breakdown, and clean up of facility used during non-school time.

1.2. Community Groups

- a. Subject to (2.n) above, administrators may approve requests for use of buildings, grounds, and equipment prior to a non-school time and make appropriate arrangements with the custodian to open and close the building.
- b. ~~Requests for building use during non-school time when administrators are unavailable are to be submitted to the administration building where they may be approved by an appropriate director, who will make necessary arrangements with the custodian to open and close the building, subject to(2.n) above.~~

2.3. Nonprofit District Summer Student Activities (sports camps, music programs, drama, etc.)

- a. No salary will be paid for staff or student helper(s).
- b. Participant fees must be reasonable, and are limited to actual expenses only plus \$25. All participation fees collected beyond actual costs, plus \$25, will be reimbursed on a prorated basis to the participants. The \$25 will be placed in the sponsoring club account.
- c. The sponsoring school's principal or designee will maintain records. These records are subject to district audit for revenue and appropriate expenses and allocation.
- d. District application and contract forms will be completed and must be approved prior to the activity taking place.
- e. Only students residing in Reynolds School District #7 may participate.
- f. Each program is responsible for cleaning the facility and grounds used and paying for any repairs beyond normal wear and tear. If facility and maintenance personnel clean the facility or grounds, the program will be charged for the total labor and equipment costs.

Free Use of Available Facilities for Reynolds Endorsed Youth Programs

Establish an application process by which youth sports programs may obtain facility use at no cost. The designation, “Reynolds Endorsed” would be reserved for programs that meet the following criteria:

1. The organization is non-profit, and has written policy that provides relief for low-income families.
2. All athletes in the program must live within the Reynolds School District attendance boundaries.
3. The head coach of the program (person submitting the application) must have completed the NFHS Fundamentals of Coaching Course, ODE Steroid Training, and OSAA approved concussion training.
4. The program is approved by the ~~corresponding head coach and~~ athletic director at Reynolds High School. The application process may include:
 - a. Attendance at coach’s clinics;
 - b. Adoption of approved systems and terminology;
 - c. A demonstrated commitment to the teaching of character value;
 - d. An emphasis on the academic achievement of their athletes.
5. The status of all programs would be subjected to annual review by the high school athletics director; ~~middle school athletics coordinators and appropriate high school head coach.~~

Classification of Eligible Organizations

The following classification criteria are to be followed in determining eligibility for use of all facilities and equipment and appropriate fees. Each ~~class tier~~ is listed in order of priority.

1. ~~Class-Tier~~ I. Reynolds School District Activities
 - a. District community partners
 - ~~a.b.~~ District-sponsored activities for students.
 - ~~b.c.~~ School-sponsored activities for students.
 - ~~e.d.~~ District-sponsored activities for parents/guardians/constituents.
 - ~~d.e.~~ School-sponsored activities for parents/guardians/constituents.
 - f. District-related groups and organizations (sponsored by a respective school).
 - ~~e.g.~~ Reynolds-endorsed youth programs.
 - ~~f.h.~~ Other public agencies with an Inter-government Agreement.
2. ~~Class-Tier~~ II. Community Recreational and Educational Programs—~~An Inter-government Agreement must be on file prior to using facility and/or equipment. The organization must elect an hourly or seasonal facility use rate. Equipment is rented per time used. An approved Facility Use Agreement is required prior to using facility(ies). An application fee and deposit will be required with the application form. All deposit and fees will be refunded if application is denied. Deposits are not refundable if event is canceled within 30 days of use.~~
 - a. Parent/Guardian, volunteer, and/or community organization-sponsored programs that serve Reynolds youth (Youth Leagues, Kid’s Wrestling, Scouts, 4-H, PAL, AAU, summer activities, after school programs, etc.).

- b. Adult education classes sponsored by an Oregon community college or university.
 - c. City Park and Recreation programs.
 - d. Adult Athletic Leagues.
 - e. Community service activities, such as hHealth fFairs, immunization days, clothes closets, feeding programs, etc.
3. ~~Class Tier III. All Other Facility Users (charged on a cost-recovery basis)—An approved Facility Use Agreement is required prior to using facility(ies). A filing fee and deposit will be required with the application form. All deposit and fees will be refunded if application is denied. Deposits are not refundable if event is canceled within 30 days of use.~~
- a. Nonprofit organizations.
 - b. For-profit organizations.
 - c. State, federal, and foreign agencies.
 - d. Organizations charging admission or making a profit.
 - e. Private individuals.

Insurance

Each organization, individual, or individual group using a school facility is required to purchase and maintain liability insurance covering their activities on district premises. ~~General Liability – Occurrence-based General Liability, to include premises operations, independent providers, products/completed operations, and blanket contractual; with limits not less than \$1,000,000 Combined Single Limit Bodily Injury, Property Damage, and Personal Injury any one occurrence and \$2,000,000 in the aggregate. Liability insurance is to provide primary coverage for district property damage in an amount not less than \$200,000 per claimant and \$500,000 for any number of claims per occurrence, as prescribed by the district.~~ Each user is to insure personal property and hold the district harmless. Reynolds School District is to be named as a co-insured on all such liability insurance. A copy of insurance coverage or a certificate of insurance shall be provided to the ~~principal or appropriate director~~ facility rental designee prior to the contracting user initiating activity in a district facility. District insurance does not provide protection for any organization or individual using district facilities. The superintendent may waive insurance with proper documentation that indemnifies the district against any and all claims.

Supervision/Police Supervision

The district reserves the right to require, at the renter's expense, that additional supervisory personnel be present at an event. Supervision may include the organization retaining a certified local law enforcement agent at the user's expense.

Additional Facility Needs

The district reserves the right to require, at the renter's expense, that additional facility needs be met for an event. Additional facility needs could include: portable restrooms, first aid providers, certified athletics trainers, licensed food preparers, etc. be available to supervise and/or support an event.

Fee Schedule (Superintendent may waive fee(s))

The fee schedule is updated and approved by the Board each year and can be found on the District website.

1. ~~Class Tier I. No fee. Participants will be held accountable for any damage beyond normal wear and tear and opening and closing charge labor fees if facility is used on non-school days while custodian is not on duty.~~
2. ~~Class Tier II. A \$25 application fee and \$100 security deposit/cleaning deposit, and the choice of either of the following hourly or seasonal rates (season is defined as less than four months with use of up to three hours per week one or two days per week.) All events may be charged sSet-up, take down, clean up and supervision labor fees are in addition to set rates.~~
3. ~~Class Tier III. A \$25 application fee and a \$100 security/cleaning deposit, and the following hourly rate for each daytime or evening use. All events may be charged sSet-up, take down, clean up and supervision labor fees are in addition to hourly rate.~~

~~Class Tier II Hourly and Seasonal Rates for facility use~~

~~Note: Rates do not include application fee, deposits, supervision, staffing for kitchen or custodial care, set up, clean up, additional facility needs or adjustments to charge estimated based on actual use. Payment of estimated costs must be paid prior to building use. Adjustments will be billed to the group and future use will not be permitted until outstanding balances are paid in full.~~

~~Class Tier II Seasonal & Hourly Rates~~

Schools	Hourly	Seasonal¹
Classroom	\$15.00	\$150.00
Multipurpose	\$18.00	\$170.00
Gymnasium	\$20.00	\$300.00
Kitchen	\$35.00 + Employee Charges	
Culinary Arts Classroom	\$35.00 + Employee Charges	
Arts Center	SEE Separate Schedule	
Cafeteria	\$20.00	\$100.00
Play Field/Lawn	\$10.00	\$150.00
Parking	\$10.00	\$300.00
Woodland Soccer Field	\$25.00	\$325.00

~~Excludes Woodland Elementary Soccer Field which requires additional maintenance.~~

~~Out-of-District public school, state and federal groups requesting to sleep over will be charged \$2.00 per person. \$5.00 per person if shower facilities are used.~~

~~Class III Hourly Rates~~

¹ ~~Seasonal rate apply to two hours per week in one or two days per week for up to four months of use.~~

Note: Rates do not include application fee, deposits, supervision, set up, clean up or adjustments to charge estimated based on actual use. Payment of estimated costs must be paid prior to building use. Adjustments will be billed to the group and future use will not be permitted until outstanding balances are paid in full.

Class III Hourly Rates

Schools	Hourly
Classroom	\$30.00
Multipurpose	\$36.00
Culinary Arts Classroom	\$35.00 + Employee Charges
Arts Center	SEE Separate Schedule
Gymnasium	\$42.00
Cafeteria	\$40.00
Play Field/Lawn ²	\$25.00
Parking	\$35.00
Woodland Soccer Field	\$55.00

Reynolds High School Arts & Communication Center Facility Use Fee Schedule

Classification and Priorities for use:

1. Class I — Reynolds School District Programs
2. Class II — Non-Profit Organizations
3. Class III — Profit Groups

Package A — Auditorium/Stage/Curtains/Lighting/Sound system(s)/Operating Expenses/Technical assistance.

Package B — Package A plus: Full Access to all Lighting and Sound systems; Use of all Rigging; Use of backstage amenities; Use of Adjacent Classrooms; Technical support.

Fee Schedule

Group	Package	4 Hours	8 Hours
Class I	A & B	no charge	no charge
Class II	A	\$500.00	\$800.00
Class II	B	NA	\$1,100.00
Class III	A	\$700.00	\$1,200.00
Class III	B	NA	\$1,400.00

Computer labs and V-Tel Equipment Use

² Excludes Woodland Elementary Soccer Field

~~Computer labs—In addition to the regular Classroom rate a charge of \$15.00 per workstation used will be assessed.~~

~~V-Tel Equipment~~

~~1.—Non-profit organizations will be charged a flat rate of \$25.00 per hour.~~

~~2.—For-profit organizations will be charged a flat rate of \$50.00 per hour.~~

~~Charges for District Personnel~~

~~Charges for district personnel services shall be made at the following rates:~~

~~1.—Custodial—\$35.00 per hour (overtime may apply if trained personnel from sub/float pool are unavailable)~~

~~2.—Kitchen—\$25.00 per hour (overtime may apply as personnel from the school must be used)~~

~~3.1. Supervisory only, as available—\$18.00 per hour~~



Code: KN-AR(1)
Revised/Reviewed: 1/12/11; 8/28/24
Orig. Code: KN-AR(1)

Relations with Law Enforcement Agencies**

Request to Interview a Student or to Conduct an Investigation by Law Enforcement (Other Investigations)

1. Interviews or investigations by law enforcement officials not based on allegations of child abuse, 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.
2. The law enforcement official shall contact the administrator, provide adequate identification, inform the administrator of the nature of the investigation and provide the name of the student to be interviewed.
3. The administrator shall verify and record the identity of the law enforcement official or other authority.
4. Requests to interview a student during school hours should be, in the opinion of the administrator, important and urgent to justify interrupting school activities.
5. The administrator will attempt to notify the student's parent(s)¹ prior to granting the interview. If the parent(s) does not give consent to have their child interviewed, then the interview should not take place.
6. 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.
7. 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.
8. All such interviews shall be conducted in privacy, out of the view of staff, students and others.

¹ 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.

9. 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.
10. The administrator shall maintain a written record of all such interviews conducted.

Questioning of a Student Suspected of a Crime, Arrest of a Student or Taking a Student into Custody

1. 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.
2. At no time will a student be released to a law enforcement officer without one of the following:
 - a. A warrant;
 - b. A court order;
 - c. Arrest;
 - d. Protective custody resulting from abuse of a child investigation;
 - e. Permission of the parent.
3. In all cases, other than 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

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 must request the investigating official fill out the appropriate form (See JHFE/GBNAB-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.

Presence of Immigration and Customs Enforcement (ICE) Agents on District Property

Any ICE officer intending to enter any Reynolds School District property, sponsored event, or bus must first notify the Superintendent, in person. Adequate notice must be given so that steps can be taken to provide for the emotional and physical safety of students and staff.

1. RSD staff are directed to immediately notify their supervisor, who will notify the Superintendent's office, of the presence of ICE agents at any District facility, District sponsored event, or attempting to board any District bus.
2. RSD staff are to direct ICE agents to report to the Reynolds School District office immediately.
3. The Superintendent or designee will ask for the ICE agent's credentials, why they are requesting access, and request legal validity of the summons.
4. The Superintendent or designee will demand that ICE officers provide written notice of its legal authority to enter District property.
5. The Superintendent or designee shall attempt to notify the student's parent/guardian prior to granting any interview for which there is appropriate legal authority. If the Superintendent or designee has been unable to contact the parent/guardian then they shall make a reasonable attempt to notify the parent/guardian as soon as possible after any interview has occurred.
6. RSD staff shall support students whose family members have been displaced because of an ICE action.

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 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.



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Adjournment of Meeting

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: December 4, 2024

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |

Summary / Background:

The Board Chair will adjourn the meeting.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.