

FRSD School Board Meeting

Monday, February 27, 2023 Doors open at 6:15pm

District Administration Office, 88834 Territorial Road, Elmira, Oregon 97437

1. **Call to Order: Public - 6:30 p.m.**

2. **Citizenship Award**

Presenter: Principal
Lisa Leatham

3. **Flag Salute led by Citizenship Award Winner**

4. **Local ESD Service Plan 2023-25 Year One - Board
Action Required**

5. **West Lane Tech Presentation**

Presenter: Director
Darci Stuller

6. **Public Comment: The Fern Ridge School Board encourages public input. A person wanting to provide public comment will need to complete and submit an Intent to Speak form to the Board secretary by 1:00 pm on the day of the board meeting.**

Public comment is limited to this place on the agenda not to exceed a total of 30 minutes for all commenters. A person giving public comment is limited to an established time limit of (3) three minutes. While speakers may, during public meetings, offer objective criticism of school operations and programs, the Board will not hear personal complaints concerning district personnel nor against any person connected with the school system.

Please state your name and address. If speaking for an organization, state the name of the organization. The Board reserves the right to refer the matter to the administration.

7. **Monthly Items:**

7.A. Approval of Minutes - Board Action

8. **Business Office**

Presenter: Business
Manager, Quanah
Bennett

8.A. Enrollment Report - Quanah Bennett, Business
Manager

8.B. General Fund Revenue and Expenditure Report as
of January 31, 2023

8.C. Resolution #22-23/02: Establish Policies for
Fund Balance Accept Audit Report for the Fiscal
Year Ended June 30, 2022 and Designate Committed
Ending Fund Balance - Board Action Required

9. **Reports:**

9.A. Staff Engagement/Integrated Plan Presentation

Presenter: Director
Michelle Marshall

9.B. Superintendent's Report

10. Discussion Items

10.A. First Reading of Proposed 2023-2024
Calendars

10.B. Appoint Budget Committee Position #2 Anna
Reid for Additional 3-Year Term - Board Action
Required

10.C. Proposed Policy and Administrative Rule
Updates

10.D. Annual Verified Statement of Economic
Interest

11. Personnel

11.A. Licensed Employees Resignations/New
Hires/Transfers/Other

11.A.1. Resignation of Emily Atkinson, 1.0 FTE
Teacher at Veneta Elementary School, effective
June 19, 2023.

11.A.2. Resignation of Kathleen Holden, 1.0 FTE
Autism Specialist, effective February 17, 2023.

11.B. Non-Licensed Personnel Report

12. Late Items/Closing Comments

13. Upcoming Events:

March 1: 100th Day of School

March 2: VES Spring Pictures

March 6 - 10: Classified Appreciation

14. Adjournment

February 27, 2023 – Resolution #22-23/03

FERN RIDGE SCHOOL DISTRICT 28J

88834 Territorial Road

Elmira, OR 97437

RESOLUTION NO. 22-23/03

**Lane Education Service District
2023-25 Local Service Plan - Year Two
Component District Board Action**

As required by ORS 334.175, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolution and core service offerings available to component school districts.

The 2023-25 Local Service Plan - Year One was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 3, 2022.

The Local Service Plan contains all services mandated by law. Local Service Plan services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies.

The Board of Directors of the **Fern Ridge School District** has completed their annual review of the Lane ESD 2023-25 Local Service Plan - Year One which includes services for:

- Students with Special Needs
- Instruction, Equity and Partnerships (School Improvement)
- Technology
- Administrative and Support
- Custom Services

The Lane ESD 2023-25 Local Service Plan provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

BE IT RESOLVED that the Board of Directors of Lane County School District **Fern Ridge School District** No. **28J** hereby authorizes the approval the Lane ESD 2023-25 Local Service Plan - Year One and requests the Lane ESD to provide the services described during the 2023-24 (year one) fiscal year in accordance with ORS 334.175.

This resolution adopted this 27th day of February, 2023.

Board of Directors, Chair

Superintendent



FERN RIDGE SCHOOL DISTRICT 28J
School Board Meeting Minutes

REGULAR MEETING of the FERN RIDGE SCHOOL BOARD

January 23, 2023

Zoom Webinar & In-Person Meeting
88834 Territorial Rd.
Elmira, Or 97437

CALL TO ORDER (Agenda Item 1): The regular meeting of the Fern Ridge School Board was called to order by Chair Boren at 6:30 pm.

In attendance were Directors Mark Boren, Jackie Turle, Barbara Graham-Adams, Business Manager Quannah Bennett, and Superintendent Gary Carpenter.

Directors Andrea Larson and Lorrie Daniels were absent.

SCHOOL BOARD RECOGNITION (Agenda Item 2): January is school board appreciation month. Superintendent Carpenter read a proclamation thanking the board for their work and service to the district.

CITIZENSHIP AWARD (Agenda Item 3): 4th grade Elmira Elementary student Baylee Farrar was nominated for the January citizenship award. Her teacher, Ms. Thom praised Baylee for her effort in her studies. "Baylee exemplifies excellence each and every day."

FLAG SALUTE (Agenda Item 4): Baylee led in the flag salute.

PUBLIC COMMENT (Agenda Item 5): None at this time.

ELMIRA HIGH SCHOOL PRESENTATION (Agenda Item 6): EHS student Karis Price performed an original song for the board.

Principal Rick Gardner reviewed the EHS building goals, attendance goals, new staff, training, state testing data, and information on upcoming events.

Director Turle asked about the strategies the high school was utilizing to improve 9th-grade on-track numbers.

The high school is working on helping individual students prioritize classes, encouraging the use of credit recovery and other credit-earning opportunities like summer school and work.

There was discussion around the challenges COVID had on behavior and attendance.

MONTHLY ITEMS (Agenda Item 7):

7. A. Approval of Minutes: The minutes from the December 19, 2022 regular board meeting were presented for approval.

Director Graham-Adams made a motion to approve the minutes from December 19, 2022, as written, seconded by Director Turle. There was no discussion. The motion carried with Directors Boren, Turle, and Graham-Adams voting yes. 3-0.

BUSINESS OFFICE (Agenda Item 8):

8. A. January 1, 2023 Enrollment Report: Business Manager Quanah Bennett reviewed the current enrollment report. The district is down 13 students from what was budgeted. Elementary is up 16 students, the middle school is down 3 students, and the the high school down 26 students from projected enrollment.

Out-of-district students is up 7 from budgeted numbers with total overall including WLT.

8.B. General Fund Revenue and Expenditure Report: Business Manager Quanah Bennett reviewed the financial report as of December 31, 2022.

The district has received 71% of budgeted revenue and spent 36% of budgeted expenditures.

Last year at this same time the district received 70% of its revenue and spent 33% of budgeted expenditures so these numbers are aligned with where we're at this same time in 2021-2022.

Business Manager Bennett noted that the inner-fund transfers were reflected in this report. Inner-fund transfers shift funds from the general fund to the textbook funds, athletic fund, district maintenance, and early retirement.

Director Turle made a motion to approve the financial report as presented by Quanah, seconded by Director Graham Adams. There was no discussion. The motion carried with Directors Boren, Turle, and Graham-Adams Daniels voting yes. 3-0.

8.C. Audit & GASB 54 Resolution 22-23-02: This resolution was presented to establish policies for fund balance, accept the audit report for the fiscal year ending June 30, 2022 and designate committed ending fund balances.

The board has received the draft audit; however, the final version has not yet been provided to the district.

The resolution was tabled until the district receives the finalized version from auditors.

REPORTS (Agenda Item 9):

9. A. Director of K – 12 Programs Report: Director Michelle Marshall spoke with the board about the work being done on the quarter two student investment account report which is due next week.

The Oregon Department of Education continues to move forward with the integrated plan which combines all of the ODE grants into one process.

A community engagement evening is planned for February 9th and a community engagement survey will be going out to the community in the coming days.

Curriculum update: the district is reviewing potential math curriculum with staff visiting the Lane ESD curriculum caravan later in the spring.

Facilities: the team is working on completing the district-wide water testing. There have been a few faucets that did not pass due to lead. This is likely because the fixtures are older and not used often.

9. A. Superintendent's Report: Superintendent Carpenter reminded the school board that this is a math adoption year. A committee will meet and work on choosing the textbook/curriculum provider.

Asbestos testing happened over winter break. Once the results from the report are back, the district can be in compliance with all of division 22 requirements.

Earlier, the position of Director of Facilities and Maintenance was published. Mrs. Marshall is putting together an interview committee. Any interested board members are welcome to be on the committee.

Bargaining begins this week with the Oregon School Employees Association.

2023-2024 academic and public calendars will be presented to the board after the district calendar committee has reviewed them. The first reading will be in February with a second reading in March.

Chair Boren thanked the two Chartwell's staff members who attended the meeting for bringing cookies.

DISCUSSION ITEMS (Agenda Item 10):

10.A. Second Reading of Proposed Policy BCBCA Student Representative to the Board

There was discussion around using the term "student representative to the board" vs. student board member to avoid confusion.

Director Graham-Adams moved to accept the student representative to the board policy as written, seconded by Director Turle. There was no discussion. The motion carried with Directors Boren, Turle, and Graham-Adams voting yes. 3-0.

PERSONNEL (Agenda Item 11):

11. A. Licensed Employees Resignations/New hires/Transfers/Other:

11.A.1. Retirement of Jeff Thiessen, 1.0 FTE Facilities and Maintenance Director, effective June 30, 2023.

11.A.2. Hiring of Arthur Franklin, Temporary 1.0 FTE Physical Education Teacher at Fern Ridge Middle School, effective January 9, 2023.

Director Turle made a motion to the personnel, seconded by Director Graham-Adams. There was no discussion. The motion carried with Directors Boren, Turle, and Graham-Adams voting yes. 3-0.

11.B. Non-Licensed Personnel Report:

- Resignation of Stephanie Hackett, 6.50 Special Education Instructional Assistant at Elmira High School, effective January 16, 2023.
- Retirement of Robin Vincent, 8-hour Youth in Transition Specialist at Elmira High School, effective June 30, 2023.
- Hiring of Jose Gonzalez, 1.0 FTE Custodian, effective December 5, 2022.
- Hiring of Makaila Cravenho, 6.50 Special Education Instructional Assistant at Elmira High School, effective January 3, 2023.
- Hiring of Nana David, Temporary 1.0 FTE Custodian, effective January 9, 2023, to June 30, 2024.
- Hiring of Samantha Yliz, 7.50 Instructional Assistant at Fern Ridge Middle School, effective January 9, 2023.
- Hiring of Mandy Storey, Head Cheer Coach at Elmira High School, effective January 3, 2023.
- Resignation of Emilee Brink, JV Volleyball coach at Elmira High School, effective January 11, 2023.

LATE ITEMS/CLOSING COMMENTS (Agenda Item 112): None at this time.

UPCOMING EVENTS (Agenda Item 13):

District Wide

January 26: End of Quarter 2/Semester 1

January 27: Teacher Workday

Elmira Elementary

February 2: CATCH Day

Veneta Elementary

February 9: Wildlife Safari Assembly

Fern Ridge Middle School

February 1: 7th & 8th Grade Boys Basketball vs. Eugene Christian

Elmira High School

January 26: Final Exams

January 27: Boys & Girls Basketball vs. Pleasant Hill

February 3: Boys & Girls Basketball vs. Pleasant Hill

February 3-4: Wrestling @ District Qualifier

ADJOURNMENT (Agenda Item 14): Chair Boren adjourned the meeting at 7:26 pm.

Attest: _____
School Board Representative

Gary E. Carpenter, Jr., Superintendent



FERN RIDGE SCHOOL DISTRICT 28J
ENROLLMENT REPORT

February 1, 2023

Avg.
Class
Size

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
EES Teacher 1	14													14
EES Teacher 2	15													15
EES Teacher 3		20												20
EES Teacher 4		20												20
EES Teacher 5		21												21
EES Teacher 6			21											21
EES Teacher 7			21											21
EES Teacher 8				27										27
EES Teacher 9				27										27
EES Teacher 10					17	12								29
EES Teacher 11					31									31
EES Teacher 12						29								29
Elmira Elementary	29	61	42	54	48	41								275
VES Teacher 1	22													22
VES Teacher 2	21													21
VES Teacher 3	20													20
VES Teacher 4		18												18
VES Teacher 5		20												20
VES Teacher 6		12	11											23
VES Teacher 7			23											23
VES Teacher 8			24											24
VES Teacher 9				27										27
VES Teacher 10				27										27
VES Teacher 11					32									32
VES Teacher 12					32									32
VES Teacher 13						31								31
VES Teacher 14						28								28
Veneta Elementary	63	50	58	54	64	59								348
Total Elementary	92	111	100	108	112	100								623
Fern Ridge Middle School							94	88	94					276
FRMS Options								2	4					6
Elmira High School										104	85	83	76	348
EHS Options										1	14	19	6	40
EE Bridges (K-2)	3	2	2											7
EE Bridges (3-5)					4	1								5
VES (Structured Learning)				2	1	2								5
Home Tutor					1									1
FRMS Bridges (6-8)							3	2	2					7
Total In-District Enrollment	95	113	102	110	117	103	97	92	100	105	99	102	82	1,318
<i>Change from Adopted Budget (based on ADMr of 1340)</i>														<i>(22)</i>
Out of District Placements	2	2	1		1	1	2	1		1	2	2	4	19
<i>Change from Adopted Budget (based on ADMr of 16)</i>														<i>3</i>
Total WLTL Charter School										14	14	24	25	77
FRSD Attending WLTL										9	9	8	13	39
<i>Change from Adopted Budget (based on ADMr of 63)</i>														<i>14</i>
Total District/ Out of District /Charter School Enrollment														1,414
<i>Change from Adopted Budget (based on ADMr of 1419)</i>														<i>(5)</i>

22.92

24.86


FERN RIDGE SCHOOL DISTRICT 28J

General Fund Revenue and Expenditures

January 31, 2023	ADOPTED 22-23 BUDGET	2022-2023							TOTAL YTD	REMAINING BALANCE
		JULY	AUG	SEPT	OCT	NOV	DEC	JAN		
Beginning Fund Balance	3,263,059	-	-						-	3,263,059
OPERATING REVENUE:										
PROPERTY TAXES	5,103,445	9,210	19,284	13,550	21,864	3,294,509	1,502,106	65,940	4,926,462	176,983
COUNTY SCHOOL FUNDS	53,000	-	-	-	-	-	-	-	-	53,000
COMMON SCHOOL FUND	172,885	-	-	-	-	-	-	-	-	172,885
STATE MANAGED COUNTY TIMBER	-	-	-	298,145	-	-	-	-	298,145	(298,145)
FEDERAL FOREST FEES	57,350	-	-	-	-	-	-	-	-	57,350
OTHER REVENUES	392,033	15,976	24,815	27,543	40,480	34,577	135,372	64,477	343,240	48,793
STATE SCHOOL FUND	10,780,665	1,872,377	921,030	883,095	899,557	901,235	896,297	-	6,373,591	4,407,074
OTHER RESTRICTED GRANTS	-	-	-	-	-	-	-	-	-	-
RESTRICTED FR FED/GOV ST	-	-	-	-	-	-	-	-	-	-
INTERUND TRANSFERS	-	-	-	-	-	-	-	-	-	-
SALE OF FIXED ASSETS	-	-	-	-	-	-	-	-	-	-
TOTAL OPERATING REVENUE	16,559,378	1,897,563	965,129	1,222,333	961,901	4,230,322	2,533,775	130,416	11,941,438	4,617,940

**TOTAL BUDGETED REVENUE (INCLUDES
BEGINNING FUND BALANCE)**

19,822,437

72%

11,941,438

OPERATING EXPENDITURES:										
SALARIES	7,582,257	137,112	169,251	582,708	588,737	603,832	601,035	583,354	3,266,029	4,316,228
BENEFITS	5,752,135	93,606	115,022	448,661	435,357	431,335	426,363	423,271	2,373,615	3,378,520
PURCHASED SERVICES	2,937,935	40,942	71,885	119,500	194,895	431,826	121,849	241,857	1,222,753	1,715,182
SUPPLIES & MATERIALS	319,661	11,539	53,369	29,507	14,754	28,892	11,931	20,370	170,362	149,299
CAPITAL OUTLAY	-	-	-	-	-	-	-	-	-	-
OTHER	235,810	13,302	200,497	2,987	2,234	1,316	332	664	221,332	14,478
TOTAL OPERATING EXPENDITURES	16,827,798	296,501	610,025	1,183,363	1,235,977	1,497,200	1,161,510	1,269,516	7,254,091	9,573,707

43%

NON-OPERATING EXPENDITURES										
INTERFUND TRANSFERS	1,488,500	-	-	-	-	-	1,480,000	-	1,480,000	8,500
CONTINGENCY	1,506,139	-	-	-	-	-	-	-	-	1,506,139
TOTAL NON-OPERATING EXPENDITURES	2,994,639	-	-	-	-	-	1,480,000	-	1,480,000	1,514,639

TOTAL BUDGETED EXPENDITURES

19,822,437

8,734,091

FERN RIDGE SCHOOL DISTRICT 28J
RESOLUTION NO. 22-23/02

ESTABLISH POLICIES FOR FUND BALANCE
ACCEPT AUDIT REPORT FOR THE FISCAL YEAR ENDED JUNE 30, 2022
DESIGNATE COMMITTED ENDING FUND BALANCES

WHEREAS, the Government Accounting and Standards Board (GASB) issued Statement No. 54 effective for the fiscal year ending June 30, 2011 requiring fund balances to be reported in classifications that “comprise a hierarchy based primarily on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.”

WHEREAS, the ending balance for all funds must be designated per the following categories set forth by GASB 54:

- **Nonspendable Fund Balance** – funds which cannot be spent
- **Restricted Fund Balance** – funds subject to externally enforceable legal restrictions (imposed by creditors, grantors, contributors, governmental regulations, etc.)
- **Committed Fund Balance** – funds constrained by limitations that a government imposes upon itself
- **Assigned Fund Balance** – funds intended for use as established by the governing body itself, or by an official or officers to which authority is delegated by the governing body
- **Unassigned Fund Balance** – funds available for any purpose

WHEREAS, the District will comply with GASB 54 to protect the District from unnecessary borrowing in order to meet cash-flow needs, provide prudent reserves to meet unexpected emergencies and protect against catastrophic events, and to meet the uncertainties of state and federal funding.

WHEREAS, per Board Policy DA, the District has established a targeted minimum for the General Fund Ending Fund balance of 5% of annual operating revenues.

NOW, THEREFORE, THE BOARD OF DIRECTORS OF FERN RIDGE SCHOOL DISTRICT 28J HEREBY RESOLVES:

1. The Board accepts the audit for the fiscal year ended June 30, 2022 as submitted by the firm of Pauly, Rogers, and Co., P.C.
2. Authority to classify portions of unassigned fund balance as assigned is hereby granted to the Superintendent and the Business Manager.
3. For purposes for fund balance classification, expenditures are to be spent from restricted fund balance first, followed in order by committed fund balance, assigned fund balance, and lastly, unassigned fund balance.
4. The Board makes the following designations of 2021-2022 ending fund balances and revenues for specific uses in 2022-2023:

Committed Fund Balances

- Outdoor School Fund \$7,360
(funds are committed to support the outdoor school program)
- EHS Athletics Fund \$82,393
(funds are committed to support EHS athletics programs)
- Technology Reserve Fund \$557,918
(funds are committed for technology upgrades and improvements)
- Maintenance Reserve Fund \$1,468,353
(funds are committed for capital improvements)
- District Retirement Fund \$1,577,363
(funds are committed for costs associated with early retirement program)
- Wellness Fund \$25,231
(funds are committed for costs associated with early retirement program)
- Genyouth Grant \$2,207
(funds are committed for costs associated with the food service program)
- FEMA \$3,336
(funds are committed for costs associated with FEMA reimbursement)
- Debt Service Fund \$68
(funds are committed for debt service on pension obligation bonds)

Total Committed Fund Balance \$3,724,229

ADOPTED by the Board of Directors of Fern Ridge School District 28J this 27th, day of February, 2023 by a vote of _____ for and _____ against.

ATTEST:

Mark Boren, Chairperson
Board of Directors

Gary Carpenter , Superintendent



Fern Ridge School District 2023-2024 Public Calendar

Proposed: 2/27/2023

JULY 2023				
M	T	W	TH	F
3	4	5	6	7
10	11	6	13	14
17	18	13	20	21
24	25	20	27	28
31				

Elementary Student: 21

Secondary Student: 20

AUGUST 2023				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

16: Kindergarten Registration
22-24: Registration

Elementary Student: 15

Secondary Student: 17

Student: 19

SEPTEMBER 2023				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

5: First Day - Grades 1-5, 6,9 Report
6: Grades 1-5, 7-12 Report
7: Grades 1-12 Report
11: Kindergarten Reports

OCTOBER 2023				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

13: No School - State In-Service Day
19: MS/HS Parent Teacher Conf. (Evening Only)
20: MS/HS No School- Parent Teacher Conferences (a.m. only)

Student: 20

NOVEMBER 2023				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

2: End of 1st Quarter
3: No School - Teacher Workday
10: No School - Veterans Day
20-21: Elem. No School - Parent Teacher Conf.
22-24: No School - Thanksgiving Break

Student: 20

DECEMBER 2023				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

18-29: No School - Winter Recess

Student: 11

JANUARY 2024				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1: No School - Non-Contract (New Year's)
15: No School - MLK Jr Holiday
25: End of 2nd Quarter / 1st Semester
26: No School - Teacher Workday

Elementary Student: 20

Secondary Student: 21

FEBRUARY 2024				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

19: No School - President's Day

Student: 20

MARCH 2024				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

21: MS/HS Parent-Teacher Conferences (Evening Only)
22: No School - Elem. Work Sample Day- MS/HS Conf. Exchange Day
25-29: No School - Spring Break

Student: 15

APRIL 2024				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

4: End of 3rd Quarter
5: No School - Teacher Workday
18: Elem. Parent-Teacher Conf. (Evening)
19: Elem. No-School-Parent-Teacher Conf.

Student: 21

MAY 2024				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

24: No School - Work Sample Day
27: No School - Memorial Day Holiday

Student: 10

JUNE 2024				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

5: Potential Make up day for Seniors
12: No Early Release
14: Last Day of School - Early Release
17-21: Potential Make up Days (Grade K-11)

- Kindergarten Registration
- Registration
- First & Last Day of School
- Parent-Teacher Conference

- End of Quarter
- Potential Make Up Days (Grades K-11)
- Potential Make Up Day (Grade 12)

- Non School Day
- Parent Teacher Conf.
- Potential Make Up Days

If a 2 hour delay occurs on a Wednesday early release day, schools will let out and buses will drop off students at the normal scheduled times, not Wednesday early release time

Primary Student Days:

172

Secondary Student Days

174

OSBA Model Sample Policy

Code: BBBA
Adopted:

Board Member Qualifications

A person ~~Persons will be~~ is eligible to serve as ~~members of the Board~~ a Board member if ~~they~~ the person ~~are~~ is a qualified elector¹ of the district. ~~An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have and has~~ been a resident within the district for one year immediately preceding the election or appointment. If the district and the position sought is one elected or nominated by zone, the person must also reside in the zone from which the person is nominated except as authorized by law.

~~No~~ A person who is an employee of the district is ~~not~~ eligible to serve as a ~~member of the Board~~ Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located. A district or ~~public~~ charter school substitute bus driver in a district with an average daily membership of 50 or less may serve as a Board member.

END OF POLICY

Legal Reference(s):

[ORS 247.002](#)
[ORS 247.035](#)
[ORS 249.013](#)

[ORS 332.016](#)
[ORS 332.018](#)
[ORS 332.030](#)

[ORS 332.124](#)
[ORS 332.126](#)

OREGON CONSTITUTION, ARTICLE II, Section 2.

¹ “Elector” means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).

OSBA Model Sample Policy

Code: GBEA
Adopted:

Workplace Harassment *

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 243.317 - 243.323](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.370](#)

[ORS 659A.820](#)
[ORS 659A.875](#)
[ORS 659A.885](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

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

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

OSBA Model Sample Policy

Code: IGBB
Adopted:

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of ~~talented and gifted~~ students identified as talented and gifted. Talented and gifted students ~~are those who have been identified as academically talented and/or intellectually gifted~~ demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a ~~written identification~~ process for ~~identifying~~ identification of ~~academically~~ talented and ~~intellectually~~ gifted students in grades K through 12. [(See Board policy IGBBA – Talented and Gifted Students – Identification**)]

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

The district will develop a written plan of instruction for talented and gifted students that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.¹

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

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

¹ For the list of complete requirements of the plan, see ORS 343.397(1).

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative abilities in using original or nontraditional methods in thinking and producing; leadership abilities ability in motivating the performance of others in educational or noneducational settings; and/or unusual abilities ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.

END OF POLICY

Legal Reference(s):

[ORS 343.391 - 343.401](#)

[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

[OAR 581-022-2500](#)

[Senate Bill 486 \(2021\)](#)

OSBA Model Sample Policy

Code: IGBBA
Adopted:

Talented and Gifted Students - Identification**

In order to serve ~~academically~~ talented and ~~intellectually~~ gifted (“TAG”) students in grades K through 12, the district directs the superintendent or designee to establish an ~~written~~ identification process.

This process of identification shall include ~~as~~ at a minimum:

1. Use of ~~research-based best~~ evidence-based practices ~~to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged~~ that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. ~~Behavioral, learning and/or performance information~~ Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. ~~A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.~~
- 4.3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
- 5.4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
- 6.5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.
7. ~~A nationally standardized academic achievement test of reading or mathematics [or a test of total English Language Arts/Literacy or total mathematics] on the Smarter Balanced Assessment [Consortium] for assistance in identifying academically talented students.~~

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.~~

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal ~~the decision~~ through the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**].

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.409](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

[OAR 581-022-2500](#)

OSBA Model Sample Policy

Code: IGBBA-AR

Revised/Reviewed:

Appeal Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district's TAG coordinator/teacher to request reconsideration.
2. The TAG coordinator/teacher will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five working days of the request. Information pertinent to the selection or placement will be shared.
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement to the program supervisor within five working days of the conference identified above.
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher.
3. The program supervisor, TAG coordinator/teacher and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.

If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.

4. A decision will be made by the TAG supervisor within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
5. The decision may be appealed to the Board ~~through procedures found in IGBBC AR – Complaints Regarding the Talented and Gifted Program~~ through Board policy KL – Public Complaints and may begin at Step 3.
6. If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

OSBA Model Sample Policy

Code: IK

Adopted:

Academic Achievement**

The Board ~~feels~~ believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess ~~their~~ students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students may be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;
 - d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio ~~content work sample~~ assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade. Behavior performance shall be reported separately;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. ~~When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents;~~ When no grades are given but the student is evaluated in terms of progress, the school staff will show whether the student is achieving course requirements at the student's current grade level;

6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

OSBA Model Sample Policy

Code: IKF
Adopted:

Graduation Requirements**

(If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in the following lists.)

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

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

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

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in ~~another district or public charter school~~ an educational program² in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that ~~district or public charter school~~ educational program in this state.

¹ As defined in ORS 30.297.

² "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

Diploma

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

1. Three credits 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~~ of English language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (including history, civics³, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages⁴ (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must^[5]:

~~1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings.~~

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Essential Skills

³ [Civics becomes a half-credit requirement beginning on January 1, 2026 ([Senate Bill 513, 2021](#) ORS 329.451). {This is not required language at this time but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}]

⁴ "World language" includes sign language, heritage language and languages other than a student's primary language.

⁵ [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).]

~~The district will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin.~~

~~The district will develop procedures to provide assessment options as described in the Test Administration Manual, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.~~

~~Essential Skills Appeal~~

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

Modified Diploma

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

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

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

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

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

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

1. Develop an education plan and build an education profile; and

2. Demonstrate extended application through a collection of evidence.

~~A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.~~

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

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

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

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

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

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

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

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;

- f. One credit in physical education; and
 - g. One credit in the arts or a world language.
2. Have a documented history of:
- a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

Alternative Certificates

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

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

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

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

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

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

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which

clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

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

~~The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.~~

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. ~~Students who opt out will need to meet the Essential Skills graduation requirement using another approved assessment option.~~ Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁶ 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

⁶ Oregon Department of Education page for: [30-day notice and opt-out form](#)

conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

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

~~House Bill 2056 (2021).~~

~~Senate Bill 744 (2021).~~

Senate Bill 1522 (2022).

OSBA Model Sample Policy

Code: JGAB

Adopted:

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student’s behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student’s behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, or volunteer, it will be used only for as long as the student’s behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. “Restraint” means the restriction of a student’s actions or movements by holding the student or using pressure or other means.

“Restraint” does not include:

- a. Holding a student’s hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student’s impulsive behavior that threatens the student’s immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. “Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

3. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

4. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical restraint” does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.
 8. “Prone restraint” means a restraint in which a student is held face down on the floor.
 9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the MANDT training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;

8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district’s main office and on the district’s website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district’s administrative office and is available on the home page of the district’s website.

The complainant, whether an organization or an individual, may appeal a district’s final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023. This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

Legal Reference(s):

ORS 161.205	ORS 339.300	OAR 581-021-0563
ORS 339.250	ORS 339.303	OAR 581-021-0566
ORS 339.285		OAR 581-021-0568
ORS 339.288	OAR 581-021-0061	OAR 581-021-0569
ORS 339.291	OAR 581-021-0550	OAR 581-021-0570
ORS 339.294	OAR 581-021-0553	OAR 581-022-2267
ORS 339.297	OAR 581-021-0556	OAR 581-022-2370

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

Fern Ridge School District 28J



Gary E. Carpenter Jr.
Superintendent

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Classified/Confidential/Manager/Coach Employees Resignations/New Hires/Transfers/Other Report

February 27, 2023

Resignations/Retirements

1. Resignation of Jessie Farrar, 6.50 Title Instructional Assistant at Elmira Elementary, effective March 23, 2023.

New Hires/Transfers

1. Hiring of Heather Amrhein, Family Resource Assistant, effective February 7, 2023.

Other

1. None at this time.

Coaches

1. None at this time.