

Morrow County School District  
 Regular Board of Director's Meeting  
 Irrigon Jr/Sr High School  
 315 E. Wyoming  
 Irrigon, OR 97844  
 Monday, December 9, 2019, 7:00 PM

BOARD MEMBERS	ADMINISTRATION	
_____ Becky Kindle	_____ Dirk Dirksen, Superintendent	_____ Rose Palmer, IJSHS Asst. Principal
_____ Brian Kollman	_____ Marie Shimer, Dir. Educational Services	_____ Brandon Hammond, SBE Principal
_____ Richard Cole	_____ Kat Holcomb, Business Manager	_____ Kyle Aurdahl, WRE Principal
_____ Andy Fletcher	_____ Cheryl Costello, HR Asst/Exec Secretary	_____ David Norton, RJSHS Principal
_____ Mary Killion	_____ Erin Stocker, HR Director/IES Principal	_____ John Christy, RJSHS Asst. Principal
_____ Barney Lindsay	_____ Kaira Rysdam, IES Asst. Principal	_____ Dieter Waite, HES Principal
_____ Marcie Rodelo	_____ Tracey Johnson, ACH Principal	_____ Matt Combe, HJSHS Principal/Maint
	_____ Ryan Keefauver, IJSHS	

If you are in need of special accommodations for any district activity including: public meetings, student activities, programs, parent/teacher conferences, graduations or athletic events, please contact Marie Shimer, Director of Educational Services at 240 Columbia Lane in Irrigon, Oregon or by phone at 541-922-4076 x 2370. Please allow 48 hours prior notice of the event so that the appropriate accommodation can be obtained.

Agenda

1. Call Regular Meeting to Order
  - A. Pledge of Allegiance
  - B. Establish Quorum
2. Welcome
  - A. Review Agenda: Any Additions/Deletions/Corrections
  - B. Comments from the Audience
    1. MCEA
    2. OSEA
  3. Public Forum - General Statement on Agenda Items
  4. Presentation - Windy River Elementary - 6th Grade Band
- C. Consent Agenda
  1. Approve Minutes
  2. Approve Financial Report
  3. Enrollment Report
  4. Employment Action
  5. 1st Reading of Rescinded, New or Revised Policies - BBF, BDC, EEA, GBA, JGAB
  6. Adoption of Rescinded, New or Revised Policies - None
  7. Adoption of New, Revised or Rescinded AR's - AC-AR, GCBDA/GDBDA-AR(2), GCBDA/GDBDA-AR(3A), GCBDA/GDBDA-AR(3B), GCBDA/GDBDA-AR(3C), GCBDA/GDBDA-AR(3D), GCBDA/GDBDA-AR(4), GCBDA/GDBDA-AR(5), GCBDA/GDBDA-AR(6)
3. Reports & Presentations
  - A. Superintendent's Report

1. Bond Timeline
2. Attendance Variance Report
3. Administration Reports
- B. IMESD Talking Points
4. Unfinished Business
- A. Student Success Act Update
5. New Business
- A. Superintendent Evaluation and Student Success Act Update
6. Announcements
- A. No School - December 20, 2019 - January 5, 2020 - Winter Break
- B. Bond Advisory Workshop #3 - January 8, 2020, AC Houghton Elementary
- C. Board Work Session - January 13, 2020 - Irrigon Elementary
7. Adjourn Meeting

**Unofficial Minutes  
Board of Directors Meeting  
November 12, 2019**

These are minutes of the Morrow County School District Board of Directors meeting on Tuesday, November 12, 2019, at A.C. Houghton Elementary in Irrigon, OR at 7:00 pm.

**BOARD MEMBERS PRESENT:** Barney Lindsay, Richard Cole, Becky Kindle, Mary Killion, Brian Kollman, Marcie Rodelo,

**BOARD MEMBERS ABSENT:** Andy Fletcher

**STAFF MEMBERS PRESENT:** Dirk Dirksen, Cheryl Costello, Erin Stocker, Marie Shimer, Tracey Johnson, Kaira Rysdam, Rose Palmer, Matt Combe, Dieter Waite, David Norton, Kyle Aurdahl, Brandon Hammond

**OTHERS PRESENT:** as per roster

**Call to Order:**

Chairman Barney Lindsay called the meeting to order at 7:00 pm at A.C. Houghton Elementary. The Pledge of Allegiance was recited and a quorum was established.

**Delegations:** MCEA – Charlene Baker; OSEA– None.

**Presentation:**

A.C. Houghton Elementary – Bal-A-Vis-X. Mrs. Wainwright, Mrs. Kittelson and Mrs. Ginther along with students: Jade Kent, Noah Cooney, Regan Wood, Akaylea Corpus, Kalyssa Claassen, Osmar Romero, Lilah Abercrombie demonstrated the Bal-A-Vis-X program. The program, developed by Bill Hubert, is a series of some 300 exercises, most of which are done with sand/bean bags and small balls. The exercises are rhythmic. The program helps students focus, teachers are pleased with the results they are seeing. This is a whole mind-body system exercise. The program is used across all grade levels at ACH.

**Consent Agenda**

Motion: Brian Kollman made a motion to approve the consent agenda as presented. Richard Cole seconded the motion.

- A. Approved minutes of the regular meeting of October 14, 2019;
- B. Approved Financial Report, Enrollment Report, Employment Action;
- C. 1<sup>st</sup> Reading of Rescinded, New or Revised Policies: None
- D. Adoption of Rescinded, New or Revised Policies: IKF
- E. Adoption of New, Revised or Rescinded AR's: JG-AR

Ayes: Lindsay, Cole, Kindle, Killion, Kollman, Rodelo

Noes: n/a

Motion Passed

**Superintendent's Report**

- **OSBA Convention** – Mr. Dirksen will be attending the OSBA Annual Convention November 14<sup>th</sup>-17<sup>th</sup> in Portland.
- **Inclement Weather** – The district will utilize the 3-hour delay schedule in case of inclement weather. Heppner schools will also be on snow routes when there is a 3-hour delay. Notification will go out via websites, Facebook, local media, and School Messenger.
- **Enrollment** – Overall enrollment is down 28 students from the same time last year. This creates challenges when it comes to preparing for the Bond. The DLR Group will be gathering information on housing to share at a future Bond meeting.
- **Student Success Act** – We are collecting survey results that will help us in creating a plan to spend SSA funding. Early graduation results coming in are showing improvement.

**Unfinished Business:**

- **Budget Committee** – Budget committee position #2 is vacant. The position was previously held by Cristina Cuevas. Cristina is interested in serving another term.

**Budget Committee**

Motion: Marcie Rodelo made a motion to approve Cristina Cuevas to serve on the Budget Committee in position #2. Brian Kollman seconded the motion.

Ayes: Lindsay, Cole, Kindle, Killion, Kollman, Rodelo

Noes: n/a

Motion Passed

**New Business:**

- **Resolution #2019-20-06 – Unanticipated Revenue** – Unanticipated revenue for:
  - \$28,082.00 from SAIF Corporation to the district (recovery of prior year expenditures).
  - \$6,890.81 from Columbia Basin Electric to the district office – BPA rebate for HVAC control work at HJSHS.
  - \$15,000.00 from Columbia River Technologies (Tillamook) for IES to supplement new music curriculum and purchase a class set of Xylophones.

**Resolution #2019-20-06 – Unanticipated Revenue**

Motion: Becky Kindle made a motion to approve the resolution for unanticipated revenue. Marcie Rodelo seconded the motion.

Ayes: Lindsay, Cole, Kindle, Killion, Kollman, Rodelo

Noes: n/a

Motion Passed

- **Mandatory Reporters** – Board members are now mandatory reporters. All Board members will be assigned an OSBA webinar to watch and the Safe Schools training module: Child Abuse – Mandatory Reporting.

Chairman Lindsay read the announcements:

- OSBA Annual Convention – November 14-17, 2019
- No School – November 27-29, 2019 – Thanksgiving Break
- Bond Advisory Workshop #3 – January 8, 2020 – AC Houghton Elementary
- Next Board Meeting – Monday, December 9, 2019 at Windy River Elementary

Chairman Lindsay adjourned the meeting at 7:33 p.m.

Respectfully submitted:

\_\_\_\_\_  
Cheryl Costello, Board Secretary

\_\_\_\_\_  
Barney Lindsay, Board Chair

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

**Morrow County School District General Fund**  
**Statement of 2019-20 Anticipated Revenue**

11/30/2019

Account	Budget	YTD Revenue	Anticipated	Total	+ / (-) Budget
1111 Current Year's Levy*	\$ 7,675,000	\$ 8,044,412		\$ 8,044,412	\$ 369,412
1112 Prior Years' Levy*	125,000	58,990	66,010	125,000	-
1190 Penalties and Interest on Taxes	4,000	725	3,275	4,000	-
1500 Earnings on Investments	200,000	75,744	124,256	200,000	-
1920 Donations	312,377	-	312,377	312,377	-
1941 Services Provided Other Districts		11,684	-	11,684	
1960 Recovery of Prior Years' Exp	50,000	50,025	(25)	50,000	-
1990 Miscellaneous	83,000	2,370	80,630	83,000	-
1992 Medicaid Reimbursement	80,000	-	80,000	80,000	-
2101 County School Fund	27,000	127	26,873	27,000	-
2800 Revenue in Lieu of Taxes	175,000	162,119	12,881	175,000	-
3101 State School Support Fund*	18,358,157	9,060,937	9,200,205	18,261,142	(97,015)
3103 Common School Fund*	193,924	-	193,924	193,924	-
4510 Restricted behalf IRS interest QSCB	50,000		50,000	50,000	-
4702 IDEA Reauthorization Implementation	1,000		1,000	1,000	-
4703 Special Ed SPR&I Grant	2,396		2,396	2,396	-
4801 Fed Forest Fees	30,000	-	30,000	30,000	-
4899 Other Revenue in Lieu of Taxes	-	283	-	283	283
5200 Interfund Transfers	-			-	-
<b>Total Revenue</b>	<b>\$ 27,366,854</b>	<b>\$ 17,467,415</b>	<b>\$ 10,183,803</b>	<b>\$ 27,651,218</b>	<b>\$ 272,680</b>
5400 Beginning Fund Balance	4,400,676	4,300,000		4,300,000	(100,676)
<b>TOTAL RESOURCES</b>	<b>\$ 31,767,530</b>	<b>\$ 21,767,415</b>	<b>\$ 10,183,803</b>	<b>\$ 31,951,218</b>	<b>\$ 172,004</b>

\* Local Revenue included within state formula.

**PROJECTED ENDING FUND BALANCE CALCULATION**

Revenues	\$ 27,651,218
2018 Estimated Expenditures	<u>27,600,722</u>
Revenues Over (Under) Expenditures	50,495
Beginning Fund Balance	<u>4,300,000</u>
Projected Ending Fund Balance	<u><u>4,350,495</u></u>
Unappropriated Ending Fund Balance	\$ -

**State School Fund Estimates**

June 2, 2019 BSSF Estimate	\$ 18,261,142
Difference	\$ 97,015

*Estimates are based on 2,304 enrollment*

Morrow County School District  
STATEMENT OF 2019-20 ANTICIPATED EXPENDITURES

11/30/2019

Building Detail	Budget	YTD Expenditures	Encumbrances	Free Balance
Center 001: District Office	\$ 2,506,713	\$ 1,264,877	\$ 930,093	\$ 311,743
Center 001: Transfers	1,841,000		1,841,000	-
Center 001: Debt Service	610,900		562,700	48,200
Center 001: Contingency	1,000,000			1,000,000
Center 002: Transportation	1,079,650	31,901	958,871	88,878
Center 003: Maintenance	1,409,647	589,304	392,534	427,809
Center 004: Special Education	3,749,189	444,826	411,143	2,893,220
Center 103: Irrigon Elementary	1,965,962	610,628	1,415,150	(59,816)
Center 104: A.C. Houghton Elementary	2,395,409	761,678	1,768,221	(134,490)
Center 105: Windy River Elementary	2,088,378	684,796	1,581,000	(177,418)
Center 108: Sam Boardman Elementary	2,869,420	970,477	2,253,747	(354,804)
Center 110: Heppner Elementary	1,657,668	562,825	1,278,170	(183,327)
Center 150: Irrigon Jr/Sr High School	2,944,288	957,094	2,228,024	(240,830)
Center 604: Heppner Jr/Sr High School	2,016,782	584,948	1,442,105	(10,271)
Center 612: Riverside Jr/Sr High School	3,632,524	1,145,405	2,601,723	(114,604)
<b>Total Expenditures</b>	<b>31,767,530</b>	<b>8,608,759</b>	<b>19,664,481</b>	<b>3,494,290</b>
Contingency		-	-	-
<b>TOTAL</b>	<b>\$ 31,767,530</b>	<b>\$ 8,608,759</b>	<b>\$ 19,664,481</b>	<b>\$ 3,494,290</b>

FUNCTION	Budget	YTD Expenditures	Encumbrances	Free Balance
1000 Instructional Services	\$ 16,991,985	\$ 4,551,203	\$ 11,435,483	\$ 1,005,299
2000 Support Services	11,323,645	4,057,556	5,825,298	1,440,790
5000 Debt Service	610,900		562,700	48,200
5000 Transfer of Funds	1,841,000		1,841,000	-
6000 Contingency	1,000,000			1,000,000
<b>TOTAL</b>	<b>\$ 31,767,530</b>	<b>\$ 8,608,759</b>	<b>\$ 19,664,481</b>	<b>\$ 3,494,290</b>

OBJECTS	Budget	YTD Expenditures	Encumbrances	Free Balance
100 Salaries	\$ 13,810,188	\$ 4,042,835	\$ 9,066,543	\$ 700,810
200 Payroll Taxes & Benefits	8,615,848	2,694,506	6,095,584	(174,242)
300 Purchased Services	4,228,835	1,067,695	1,988,146	1,172,994
400 Supplies and Materials	1,376,789	560,623	80,296	735,870
500 Capital Outlay	-	15,525	30,137	(45,662)
600 Other Objects	283,970	227,576	75	56,320
61X Debt Service	610,900		562,700	48,200
700 Interfund Transfers	1,841,000		1,841,000	-
800 Contingency	1,000,000	-		1,000,000
<b>TOTAL</b>	<b>\$ 31,767,530</b>	<b>\$ 8,608,759</b>	<b>\$ 19,664,481</b>	<b>\$ 3,494,290</b>

Morrow County School District - 2019-2020

11/30/2019

EXPENDITURES

Fund	Description	Budget	Encumbrances	YTD Expenditures	Free Balance
201	Title 1 A	486,650	387,918	137,193	(38,461)
202	Title 1 C Migrant Education	95,000	70,639	14,434	9,927
203	Title III English Language Acquisition	90,000	17,347	13,745	58,908
204	IDEA	500,000	113,036	45,990	340,974
206	Title IV	40,000	21	54,676	(14,697)
208	GEAR UP Grant	175,000	13,486	79,024	82,490
209	Title VI Rural Schools	49,500	-	30,148	19,352
212	Miscellaneous Grants	451,500	48,932	43,294	359,274
213	YTP	-	21,784	-	(21,784)
215	Measure 99 - Outdoor School	71,890	-	24,875	47,015
216	ESSA D&SI - PPD District Engagement	117,343	65,641	85,350	(33,648)
217	Title II A Teacher Quality	100,000	-	24,147	75,853
218	Career Pathways Grants (CTE)	-	-	18	(18)
219	Measure 98 - High School Success	371,735	241,314	60,842	69,579
221	HJSH Donations/Mini-Grants	-	1,300	-	(1,300)
222	RJSH Donations/Mini-Grants	-	14,530	4,328	(18,858)
223	Food Service	1,241,414	291,025	336,468	613,921
230	Co-Curricular Activites	1,036,000	300,653	290,764	444,583
235	Student Body Funds	852,000	-	-	852,000
240	Early Retiree Benefits	355,000	-	123,803	231,197
260	Technology fund	300,000	-	133,222	166,778
299	PERS Reserve	2,448,889	-	-	2,448,889
301	Debt Service: 2nd Bond Levy	2,200,000	-	-	2,200,000
302	Debt Service: PERS Bond	747,692	-	-	747,692
450	Capital Project Fund	1,600,000	108,733	190,096	1,301,171
	<b>Total Expenditures</b>	<b>\$ 13,329,613</b>	<b>\$ 1,696,359</b>	<b>\$ 1,692,416</b>	<b>\$ 9,940,838</b>

RECAP

Fund	Description	Beginning Balance	YTD Receipts	Expenditures	Ending Balance
201	Title 1 A	-	47,122	137,193	(90,071)
202	Title 1 C Migrant Education	-	-	14,434	(14,434)
203	Title III English Language Acquisition	-	1,967	13,745	(11,778)
204	IDEA	-	-	45,990	(45,990)
206	Title IV	-	36,522	54,676	(18,154)
208	GEAR UP Grant	237,465	2,166	79,024	160,607
209	Title VI Rural Schools	-	23,589	30,148	(6,559)
212	Miscellaneous Grants	210,887	21,432	43,294	189,025
215	Measure 99	17	-	24,875	(24,858)
216	ESSA D&SI - PPD District Engagement	-	-	85,350	(8,378)
217	Title II A Teacher Quality	-	22,966	24,147	(1,181)
219	Measure 98	-	39,219	60,842	(21,623)
221	HJSH Donations/Mini-Grants	-	1,310	-	1,310
222	RJSH Donations/Mini-Grants	-	18,280	4,328	13,952
223	Food Service	180,573	351,669	336,468	195,774
230	Co-Curricular Activites	87,362	1,736	290,764	(201,666)
235	Student Body Funds	344,697	-	-	344,697
240	Early Retiree Benefits	80,714	50,946	123,803	7,857
260	Technology fund	147,811	57,125	133,222	71,714
299	PERS Reserve	1,448,889	(67,411)	-	1,381,478
301	Debt Service: 2nd Bond Levy	579,321	1,560,963	-	2,140,284
302	Debt Service: PERS Bond	28,792	333,163	-	361,955
450	Capital Project Fund	923,540	37,679	190,096	771,123
	<b>Total Resources</b>	<b>\$ 4,270,068</b>	<b>\$ 2,540,443</b>	<b>\$ 1,692,416</b>	<b>5,118,095</b>

\* Balances are pre-audit.

GENERAL FUND

MORROW COUNTY SCHOOL DISTRICT  
Monthly Revenue and Expenditure Summary

SOURCE	BUDGET	Actual JULY	Actual AUG	Actual SEP	Actual OCT	Actual NOV	Projected DEC	Projected JAN	Projected FEB	Projected MAR	Projected APR	Projected MAY	Projected JUNE	TOTAL	Over/(Under)
Current Year Taxes	\$ 7,675,000				473,819	7,570,593	203,781	65,483	65,482	98,348	48,265	48,140	210,481	8,804,392	1,129,392
Prior Year Taxes	125,000			18,027	15,490	5,377	1,843	3,294	10,859	2,304	3,913	2,743	11,238	95,184	(29,816)
Interest on Taxes	4,000			39	654	0	1,694	84	62	81	(93)	20	2,633	(1,367)	
Earnings on Investments	200,000			19,780	17,560	16,774	16,787	18,277	16,008	17,496	19,701	19,519	19,310	201,782	1,782
Contributions & Donations from Private Services Provided Other Districts	312,377			0	0	0	100,000	0	0	0	0	150,000	0	250,000	(62,377)
Recovery of Prior Yrs Expenditures	50,000			7,936	0	0	29,811	0	0	0	0	6,875	2,861	82,682	32,682
Medicaid Reimbursement	80,000			0	28,383	0	0	0	0	0	0	0	84,000	84,000	4,000
Miscellaneous	83,000			1,060	125	0	5	259	0	500	4,298	4,789	17,000	29,097	(53,903)
County School Funds	27,000			67	460	0	460	112	222	229	4,012	73	1,090	6,325	(20,675)
Revenue in Lieu of Taxes	175,000			0	159,431	2,971	134	0	1,295,275	1,295,275	1,295,275	1,295,275	1,295,275	155,235	(9,765)
State School Support Fund	18,358,157	3,044,132	1,521,212	1,521,153	1,521,153	1,521,153	1,521,153	1,295,275	1,295,275	1,295,275	1,295,275	1,295,275	1,295,275	17,126,331	(1,231,826)
Small High School Grant	193,924								90,587					107,482	107,482
Common School Fund														181,175	(12,749)
Restricted Grants in Aid (State)														3,846	3,846
Restricted behalf IRS Interst.QSCB	50,000													50,000	0
Special Ed SPR&I Grant	3,396													3,396	0
Federal Forest Fees	30,000													7,386	7,386
Transfers														0	0
Total Revenue	27,366,854	3,044,132	1,581,545	1,588,048	2,216,614	9,116,868	1,845,857	1,412,595	1,498,495	1,414,233	1,378,130	1,634,916	493,870	27,212,630	(135,456)
Beginning Fund Balance	4,400,676	4,350,495	4,300,000	4,300,000	4,300,000	4,300,000	4,300,000	4,300,000	4,300,000	4,300,000	4,300,000	4,300,000	4,300,000	4,350,495	(50,181)
Total Resources	31,767,530	7,394,627	5,881,545	5,888,048	6,516,614	13,416,868	1,845,857	5,712,595	1,498,495	1,414,233	1,378,130	1,634,916	493,870	31,563,125	(204,405)
REQUIREMENTS															
Salaries	\$ 13,810,188	\$ 260,964	348,248	1,116,048	1,055,535	1,144,046	990,073	984,567	972,777	1,013,647	1,049,853	1,043,291	2,506,486	12,485,535	(1,324,653)
Benefits	8,615,848	160,345	243,695	788,072	615,401	749,700	593,587	588,410	608,767	599,083	606,858	629,803	1,531,199	7,714,920	(900,928)
Purchased Services	4,228,835	69,506	362,161	130,163	441,297	350,928	249,253	315,505	155,654	296,813	342,577	301,097	381,433	3,396,387	(832,448)
Supplies & Materials	1,376,789	121,785	124,931	134,168	73,928	64,943	30,464	91,923	44,367	83,165	79,192	46,905	102,848	1,008,519	(368,170)
Capital Outlay		9,133		6,383										15,526	15,526
Other Objects (inc. loan prmts)	894,870	152	215,411	9,359	10,454	822	1,934	8,404	2,184	1,856	9,502	1,674	592,700	844,960	(49,910)
Transfers	1,841,000												1,841,000	1,850,502	9,502
Contingency	1,000,000													0	(1,000,000)
Total Expenditures	31,767,530	612,752	1,303,579	2,184,201	2,196,615	2,310,439	1,865,311	1,988,809	1,783,759	2,004,564	2,087,982	2,022,770	6,955,666	27,316,447	(4,451,083)
Monthly Fund Balance	0	6,781,875	4,577,966	3,663,847	4,319,999	11,106,429	(19,454)	3,723,786	(285,264)	(590,331)	(709,852)	(387,854)	(6,461,856)	4,246,677	
Accumulated Fund Balance	0	6,781,875	11,359,841	15,043,868	19,363,687	30,470,116	30,450,662	34,174,448	33,889,184	33,298,853	32,589,001	32,201,147	25,739,291	4,246,677	
% of Budgeted Resources		23.28%	18.51%	18.47%	20.51%	42.23%	5.81%	17.98%	4.72%	4.45%	4.34%	5.15%	1.55%	99.36%	
% of Budgeted Requirements		1.93%	4.10%	6.86%	6.91%	7.27%	5.67%	6.26%	5.62%	6.31%	6.57%	6.37%	21.90%	85.98%	



## Morrow County School District Enrollment – December 2019

Grade	ACH	SBE	HES	IES	WRE	HJSHS	IJSHS	RJSHS	MEC	TOTAL
<b>K</b>	53	78	31						1	163
<b>1</b>	57	85	19						3	164
<b>2</b>	66	87	26						3	182
<b>3</b>	63	88	28						2	181
<b>4</b>			20	67	80				4	171
<b>5</b>			30	74	97				4	205
<b>6</b>			27	76	85				1	189
<b>7</b>						21	57	98	6	182
<b>8</b>						13	71	78	4	166
<b>9</b>						26	63	72	8	169
<b>10</b>						31	55	75	9	170
<b>11</b>						26	59	73	5	163
<b>12</b>						23	62	66	8	159
<b>TOTAL</b>	<b>239</b>	<b>338</b>	<b>181</b>	<b>217</b>	<b>262</b>	<b>140</b>	<b>367</b>	<b>462</b>	<b>58</b>	<b>2264</b>

### ENROLLMENT BY COMMUNITY

Boardman: +15

December 2019 = 1062

December 2018 = 1047

Heppner: -21

December 2019 = 321

December 2018 = 342

Irrigon: -23

December 2019 = 823

December 2018 = 846

Morrow Education Center: +6

December 2019 = 58

December 2018 = 52

District Totals: -23

December 2019 = 2264

December 2018 = 2287

## **Employment Action – December 2019**

### **Resignations/Non-Renewals**

Alleman, Jackie – Head Cook – HES 1/6/2020

Royer, Mike – Junior High Athletic Director – IJSHS 12/31/19

### **Non-Renewal/Terminations**

Ayala, Norma – JH Asst. Boys Basketball Coach - RJSHS

### **Retirements**

Liscom, Shelley – PERS Retiree as of 1/1/2020 - working remainder of 2019/20 school year

### **Employment/Promotions/Transfer**

Anteau, Kristen – Alt Ed Assistant - MEC

### **Extra Duty Contracts**

Browne-Winters, Laura - .5 Asst. High School Track Coach - HJSHS

Carroll, Krystal – Asst. Cheerleading Coach - IJSHS

Doherty, Chad – High School C-Team Boys Basketball for 2019/20 - HJSHS

Scott, Alan - .5 Asst. High School Track Coach - IJSHS

Vera, Fredy – JH Asst. (C-Team) Boys Basketball Coach for 2019/20 – IJSHS

## Board Member Standards of Conduct

A Board member should:

1. Comply with ~~the Code of Ethics~~ laws for public officials ~~provided in state law~~;
2. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;
3. Understand that the Board makes decisions ~~as a team~~ by a quorum vote of the Board. Individual Board members may not commit the Board to any action;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions ~~are~~ made by a majority quorum vote ~~and should be supported by all Board members~~ are the final decisions of the Board. Such decisions should be supported by all Board members;
6. Make decisions only after the facts are presented and discussed;
7. Understand the chain of command and refer problems or complaints to the proper administrative office;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at ~~official~~ properly noticed Board meetings;
9. Insist that all Board and district business is ethical and honest;
10. Be open, fair and honest — no hidden agendas;
11. Understand that you will receive information that is confidential and cannot be shared;
12. Recognize that the superintendent is the Board's ~~advisor~~ employee and designated as the chief executive officer of the district;
13. Take action only after hearing the superintendent's recommendations;
14. Refuse to bring personal or family problems into Board considerations;
15. Give ~~the~~ district staff the respect and consideration due to skilled, professional employees;

16. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;
17. Respect the right of the public to attend and observe Board meetings;
18. Respect the right of the public to be informed about district decisions and school operations as allowed by law.
19. Remember that content discussed in executive session is confidential;
- 20. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon's Public Meetings Laws;**
- 21. When posting online or to social media, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or district business;**
- 22. A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make an oral report by telephone or otherwise to the local Department of Human Services (DHS), to the designee of the department or to a local law enforcement within the county where the person making the report is located at the time of contact.**

END OF POLICY

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**Legal Reference(s):**

[ORS 162.015 - 162.035](#)  
[ORS 162.405 - 162.425](#)  
[ORS 192.630 610 – 192.710](#)  
[ORS Chapter 244.040](#)

~~[ORS 244.120](#)~~  
[ORS 332.055](#)  
[ORS 419B.005](#)  
[ORS 419B.010](#)

[ORS 419B.015](#)  
[Senate Bill 415 \(2019\)](#)

**Cross Reference(s):**

~~BBFA – Board Member Conflicts of Interest~~

## Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a students and matters pertaining to or examination of the confidential ~~medical~~ records of a the student, ~~including that student's educational program~~.

An executive session may be convened by order of the the Board chair upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660 during a regular, special or emergency meeting. The presiding officer will announce the executive session by identifying the authorization under ORS 192.660 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent. (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(k))
9. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))

10. To discuss matters pertaining to or examination of the confidential **medical** records of a student, **including that student's educational program.** (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor students; or examination of the confidential **medical** records of a student **including, that student's educational program;** and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential **medical** records **and educational program;** the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.610](#) ~~660 to 192.710~~  
[ORS 332.045](#)

[ORS 332.061](#)  
[House Bill 2514 \(2019\)](#)

~~**Cross Reference(s):**~~

~~**BD/BDA – Board Meetings/Regular Board Meetings**~~  
~~**BDDA – Notification of Board and Budget Committee Meetings**~~  
~~**BDDG – Minutes of Board Meetings**~~  
~~**CBG – Evaluation of the Superintendent**~~

## Student Transportation Services

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district; transporting from one school or facility to another; school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student's school of origin<sup>1</sup> as required by the Every Student Succeeds Act ~~of 2015~~ (ESSA). ~~These s~~Services shall be provided throughout the regularly scheduled year and during the regular school day.

Elementary students, in grades K-8, who live more than one mile from school will be transported. Secondary students, in grades 9-12, who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

Miles from school will be determined by the transportation supervisor in accordance with Oregon Administrative Rule (OAR) 581-023-0040 (1)(c).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds<sup>2</sup> or through cooperative agreements with local victims assistance units for a student to attend a safe district school<sup>3</sup> out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

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<sup>1</sup>“School of origin” means the school that the student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

<sup>2</sup>“Federal funds” means funds available through Title IV, Part A, and Title V, Part A.

<sup>3</sup>If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

**Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.**

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under ~~Oregon Revised Statutes~~ (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.<sup>4</sup> A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus/vehicle driver to the supervisor. The transportation supervisor will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the principal and/or transportation supervisor.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus/vehicle driver will be responsible for the school bus/vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

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<sup>4</sup>“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

**Legal Reference(s):**

[ORS 327.006](#)

[ORS 327.033](#)

[ORS 327.043](#)

[ORS 332.405](#)

[ORS 332.415](#)

[ORS 339.240 to-339.250](#)

[ORS 343.155 to-343.246](#)

[ORS 343.533](#)

[ORS 811.210](#)

[ORS 811.215](#)

[ORS 815.055](#)

**Senate Bill 905 (2019)**

[ORS 815.080](#)

[ORS 820.100 to-820.190](#)

[OAR 581-021-0050 to-0075](#)

[OAR 581-022-1530](#)

[OAR 581-023-0040](#)

[OAR 581-053-0002](#)

[OAR 581-053-0003](#)

[OAR 581-053-0004](#)

[OAR 581-053-0010](#)

[OAR 581-053-0031](#)

[OAR 581-053-0040](#)

[OAR 581-053-0053](#)

[OAR 581-053-0060](#)

[OAR 581-053-0070](#)

[OAR 581-053-0210](#)

[OAR 581-053-0220](#)

[OAR 581-053-0230](#)

[OAR 581-053-0240](#)

[OAR 735-102-0010](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2015~~8~~).

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2015).

**Cross Reference(s):**

~~ECAC – Video Surveillance~~

~~EEACC – Student Conduct on School Buses~~

# Morrow County School District

Code: **GBA**  
Adopted: 5/12/03  
Revised/Readopted: 4/10/06; 11/08/10; 12/12/16;  
12/9/19

## Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation<sup>1</sup>, national origin, marital status, **pregnancy, childbirth or a related medical condition**<sup>2</sup>, age, veterans' status<sup>3</sup>, **service in uniformed service, familial status**, genetic information, **an individual's juvenile records that has been expunged**, and disability<sup>4</sup> if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act ~~of 1973~~. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent may develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 174.100](#)  
~~[ORS 192.630](#)~~  
~~[ORS 243.672](#)~~  
[ORS 326.051](#)  
[ORS 332.505](#)  
[ORS 342.934](#)  
~~[ORS 408.225 to 408.238](#)~~  
~~[ORS 408.230](#)~~  
~~[ORS 408.235](#)~~  
~~[ORS 652.210 – 652.220](#)~~

[ORS 659.850](#)  
[ORS 659.870](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)  
[ORS 659A.009](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
~~[ORS 659A.040](#)~~  
~~[ORS 659A.082](#)~~  
[ORS 659A.109](#)

~~[ORS 659A.112](#)~~  
~~[ORS 659A.142](#)~~  
~~[ORS 659A.145](#)~~  
[ORS 659A.233](#)  
[ORS 659A.236](#)  
[ORS 659A.309](#)  
[ORS 659A.321](#)  
[ORS 659A.409](#)  
~~[ORS 659A.805](#)~~  
~~[ORS 659A.820](#)~~

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<sup>1</sup>“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated within the individual’s sex at birth.

<sup>2</sup> **This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.**

<sup>3</sup>The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

<sup>4</sup> **This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).**

[OAR 581-021-0045](#)  
~~[OAR 581-022-1720](#)~~  
~~[OAR 581-022-2405](#)~~  
~~[OAR 839-003-0000](#)~~  
~~[OAR 839-006-0435](#)~~

[OAR 839-006-0440](#)  
~~[OAR 839-006-0445](#)~~  
~~[OAR 839-006-0450](#)~~  
~~[OAR 839-006-0455](#)~~  
~~[OAR 839-006-0460](#)~~

[OAR 839-006-0465](#)  
~~[House Bill 2341 \(2019\)](#)~~  
~~[Senate Bill 479 \(2019\)](#)~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006 12).  
Title VII of the Civil Rights Act of 1964, ~~as amended~~, 42 U.S.C. § 2000e, et. seq. (2012).  
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006 18); 29 C.F.R Part 1626 (2006 19).  
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2006 12).  
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2006 18).  
Rehabilitation Act of 1973, 29 U.S.C. §§ ~~503~~, 791, ~~793~~-794 (2006 12); **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** (2006 19); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006 19).  
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2006 19); 28 C.F.R. Part 35 (2006 19).  
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).  
Americans with Disabilities Act Amendments Act of 2008, **42 U.S.C. §§ 12101-12133 (2012)**.  
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, ~~as amended~~, 38 U.S.C. § 4212 (2018).  
~~Title II of the~~ Genetic Information Nondiscrimination Act of 2008, **42 U.S.C. § 2000ff-1 (2012)**.  
**Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002)**.

**~~Cross Reference(s):~~**

**~~AC—Nondiscrimination~~**

**~~ACA—Americans with Disabilities Act~~**

# Morrow County School District

Code: JGAB  
Adopted: 3/10/08  
Revised/Readopted: 6/11/12; 12/09/13; 3/10/14;  
9/08/14; 12/11/17; 10/14/19; 12/9/19

## 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 object<sup>1</sup>, 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.

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

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<sup>1</sup> **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 action 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. "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.

4. **“Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.**
5. “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.
6. “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 professionals’ 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.
7. “Prone restraint” means a restraint in which a student is held face down on the floor.
8. “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 Intermountain ESD training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

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

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

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;

7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics<sup>2</sup> 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 and KL-AR - Public Complaint Procedure. The complaint procedures is available at the district’s administrative officer and is available on the homepage of the district’s website.

The complainant, ~~who is a student, a parent or guardian of a student attending school in the district or a person who resides in the district~~ **whether an organization or an individual**, may appeal a district’s final decision ~~by the Board to the Deputy Superintendent of Public Instruction Oregon Department of Education~~ **in** pursuant to OAR ~~581-022-2370~~ **581-002-0001 – 581-002-0023**.

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

END OF POLICY

**Legal Reference(s):**

[ORS 161.205](#)  
[ORS 339.250](#)  
[ORS 339.285](#)  
[ORS 339.288](#)  
[ORS 339.291](#)  
[ORS 339.294](#)  
[ORS 339.297](#)  
[ORS 339.300](#)

[ORS 339.303](#)  
[OAR 581-021-0061](#)  
[OAR 581-021-0550](#)  
[OAR 581-021-0553](#)  
[OAR 581-021-0556](#)  
~~[OAR 581-021-0559](#)~~  
[OAR 581-021-0563](#)

[OAR 581-021-0566](#)  
[OAR 581-021-0568](#)  
[OAR 581-021-0569](#)  
[OAR 581-021-0570](#)  
[OAR 581-022-2267](#)  
[OAR 581-022-2370](#)

<sup>2</sup> 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.

# Morrow County School District

Code: AC-AR  
Adopted: 12/11/00  
Revised/Readopted: 5/12/03; 9/14/15; 2/12/18;  
10/14/19; 12/9/19

## Discrimination Complaint Procedure

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

- Step 1: Complaints may be oral or in writing and must be filed with the building principal. Any staff member that receives an oral or written complaint shall report the complaint to the building principal. The building principal shall investigate, and determine the action to be taken, if any, and reply in writing, to the complainant within 10 school days of the 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 within five school days after receipt of the building principal's response to the complaint. The superintendent shall review the building principal's decision within five school days may meet with all parties involved. The superintendent will review the merits of the complaint and the building principal's decision. The superintendent will respond in writing, to the complainant within 10 school days.
- Step 3: If the complainant is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within five school days of receipt of the superintendent's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. **If the Board decides to hear the appeal,** ~~the~~ Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will 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 10 days of this meeting.

If the building principal is the subject of the complaint, the individual may start at step 2 and should file a complaint with the superintendent. If the superintendent is the subject of the complaint, the complaint may start at step 3 and should be referred to the Board chair.

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

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. 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, if a person who resides in the district, or a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days, of the initial filing of the complaint, may appeal<sup>1</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 002-0023.

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<sup>1</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

# Discrimination Complaint Form

Name of Person Filing Complaint: \_\_\_\_\_

Date: \_\_\_\_\_

School or Activity: \_\_\_\_\_

Student/Parent  Employee  Job Applicant  Other  \_\_\_\_\_

Type of discrimination:

- Race
- Mental or physical disability
- National or ethnic origin
- Religion
- Color
- Marital status
- Age
- Sex
- Sexual orientation
- Familial status
- Economic status
- Veterans' status
- Pregnancy
- Discriminatory use of a Native American mascot
- Other \_\_\_\_\_

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

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

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Suggested solution/resolution/outcome:

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

# Morrow County School District

Code: GCBDA/GDBDA-AR(2)  
Adopted: 8/10/09  
Revised/Readopted: 11/12/13; 9/14/15; 11/09/15;  
6/12/17; 12/9/19 - RESCIND

## Request for Family and Medical Leave

Employee Request for Family and Medical Leave (FMLA)  
and/or Oregon Family Leave (OFLA)

### PLEASE PRINT

Where the need for the leave may be anticipated, written request for family and medical leave must be made, if practical, at least 30 days prior to the date the requested leave is to begin. Failure to request leave in a timely manner could result in either the leave being postponed or the amount of leave available reduced up to three weeks.

Name \_\_\_\_\_ Effective Date of the Leave \_\_\_\_\_

Department \_\_\_\_\_ Title \_\_\_\_\_

Status:  Full-time  Part-time  Temporary

Hire Date \_\_\_\_\_ Length of Service \_\_\_\_\_

Have you taken a family leave in the past 12 months?  Yes  No

If yes, how many work days? \_\_\_\_\_ Reason for leave \_\_\_\_\_

I request family or medical leave for one or more of the following reasons:<sup>1</sup>

1.  Because of the birth of my child and in order to care for him or her. (District: Use GCBDA/GDBDA-AR(3)(A) Certification Form)  
Expected date of birth \_\_\_\_\_ Actual date of birth \_\_\_\_\_  
Leave to start \_\_\_\_\_ Expected return date \_\_\_\_\_

2.  Because of the placement of a child with me for adoption or foster care. (District: Use GCBDA/GDBDA-AR(3)(A) Certification Form)  
Age of child \_\_\_\_\_ Date of placement \_\_\_\_\_  
Leave to start \_\_\_\_\_ Expected return date \_\_\_\_\_

3.  In order to care for a family member<sup>2</sup> with a serious health condition. (District: Use GCBDA/GDBDA-AR(3)(B) Certification Form)  
Leave to start \_\_\_\_\_ Expected return date \_\_\_\_\_

Please check one:  Spouse<sup>3</sup>  Child  Parent  Individual who was in *loco parentis* when the employee was a child  Parent-in-law or the parent of the employee's registered domestic partner (OFLA leave only)  Custodial parent  Noncustodial parent  Adoptive parent  Stepparent  Foster parent  Grandparent (OFLA leave only)  Grandchild (OFLA leave only):

Please state name and address of relation:

Name \_\_\_\_\_ Address \_\_\_\_\_

<sup>1</sup>A physician's certification may be required to support a request for family and medical leave. In addition, a fitness-for-duty certification may be required before reinstatement following the leave.

<sup>2</sup>"Family member," for purposes of FMLA and OFLA leave, means the spouse, custodial parent, noncustodial parent, adoptive parent, stepparent or foster parent, biological parent, child of the employee (biological, adopted, foster or step child, a legal ward or child of the employee standing in loco parentis) or a person with whom the employee is or was in a relationship of "in loco parentis." Additionally, when defining "family member" under OFLA (but not FMLA leave), the definition includes a grandparent, grandchild, parents-in-law or the parents of the employee's registered domestic partner.

<sup>3</sup>"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.

~~Does the condition render the family member unable to perform daily activities?~~

\_\_\_\_\_  
\_\_\_\_\_

4.  ~~For a serious health condition which prevents me from performing my job functions. (District: Use GCBDA/GDBDA-AR(3)(A) Certification Form)~~  
~~Describe~~ \_\_\_\_\_

~~Leave to start~~ \_\_\_\_\_ ~~Expected return date~~ \_\_\_\_\_

~~Regarding 3 or 4 above, request intermittent (reduced workday hours) or reduced leave (fewer workdays each workweek) schedule or alternate duty (if applicable, subject to employer's approval). Please describe schedule of when you anticipate you will be unavailable to work:~~

5.  ~~In order to care for a child with a condition requiring home care which does not meet the definition of serious health condition and is not life threatening or terminal (OFLA leave only).~~
6.  ~~A qualifying exigency arising from an employee's spouse, son, daughter, or parent who is a covered servicemember as defined in GCBDA/GDBDA-AR(1), or leave for the spouse per each deployment of the spouse when the spouse has either been notified of an impending call to active duty, has been ordered to active duty, or has been deployed or on leave from deployment. (District: Use GCBDA/GDBDA-AR(3)(C) Certification Form)~~
7.  ~~To care for a spouse, son, daughter, parent, or next of kin<sup>4</sup> who is a covered servicemember with a serious illness or injury incurred in the line of duty or active duty in the armed forces. Has leave been taken for the same servicemember and the same injury?  Yes  No (District: Use GCBDA/GDBDA-AR(3)(D) Certification Form) If yes, when was the leave taken and for how many work days? \_\_\_\_\_~~
8.  ~~For the death of a family member (OFLA only).~~

~~I understand that I am required to use any available paid leave, including personal and sick leave or available accrued vacation leave before taking FMLA and/or OFLA leave without pay during the leave period. I may select the order in which the available paid leave is used.~~

~~If my request for a leave is approved, 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. (A fitness for duty certificate may be required.)~~

~~I authorize the district to deduct from my paychecks any employee contributions for health insurance premiums, life insurance or long-term disability insurance which remain unpaid after my leave, consistent with state and/or federal law.~~

~~I have been provided a copy of the district's family and medical leave policy and a copy of my rights and responsibilities under the Family Medical Leave Act leave request form.~~

**Signature of Employee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<sup>4</sup>"Next of kin" means the nearest blood relative of the eligible employee.



To be completed by health care provider:

Your patient has requested leave under the FMLA. Answer, fully and completely, all applicable parts below. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be the best estimate based upon your medical knowledge, experience and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown" or "indeterminate" may not be sufficient to determine FMLA coverage. Limit your responses to the condition for which the employee is seeking leave. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29 C.F.R. § 1635.3(e) or the manifestation of disease or disorder in the employee's family members, as defined in 29 C.F.R. § 1635.3(b). Extra space is provided, should you need it. Please be sure to sign the form on the last page.

Providers's name and business address: \_\_\_\_\_  
\_\_\_\_\_

Type of practice/Medical specialty: \_\_\_\_\_

Telephone: ( ) \_\_\_\_\_ Fax: ( ) \_\_\_\_\_

Email: \_\_\_\_\_

Medical Facts

1. The approximate date the condition commenced: \_\_\_\_\_

The probable duration of the condition: \_\_\_\_\_

Was the patient admitted for an overnight stay in a hospital, hospice or residential medical care facility?

No  Yes If yes, dates of admission: \_\_\_\_\_

List the date(s) you treated the patient for the condition \_\_\_\_\_

Was medication, other than over the counter medication, prescribed?  No  Yes

Will the patient need to have treatment visits at least twice per year due to the condition?

No  Yes

Was the patient referred to other health care provider(s) for evaluation or treatment (e.g., physical therapist)?  No  Yes

If yes, state the nature of such treatments and expected duration of treatment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the medical condition pregnancy?  No  Yes

If yes, expected delivery date: \_\_\_\_\_

3. Use the information provided by the district in the "To be completed by the district" section to answer this question. If the district fails to provide a list of the employee's essential functions or a job description, answer these questions based upon the employee's own description of his/her job functions.

Is the employee unable to perform any of his/her job functions due to the condition:

No  Yes If yes, identify the job functions the employee is unable to perform:

4. Describe other relevant medical facts, if any, related to the condition for which the employee seeks leave (such medical facts may include symptoms, diagnosis or any regimen of continuing treatment such as the use of specialized equipment):

Amount of leave needed

1. Will the employee be incapacitated for a single continuous period of time due to his/her medical condition, including any time for treatment and recovery?  No  Yes

If yes, estimate the beginning and ending dates for the period of incapacity: \_\_\_\_\_

2. Will the employee need to attend follow-up treatment appointments or work part time or on a reduced schedule because of the employee's medical condition?  No  Yes

If yes, are the treatments or the reduced number of hours of work medically necessary?

No  Yes

Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period:

Estimate the part time or reduced work schedule the employee needs, if any:

\_\_\_\_\_ hour(s) per day; \_\_\_\_\_ days per week from \_\_\_\_\_ through \_\_\_\_\_

3. Will the condition cause episodic flare-ups periodically preventing the employee from performing his/her job functions?  No  Yes

Is it medically necessary for the employee to be absent from work during the flare-ups?

No  Yes If yes, explain: \_\_\_\_\_

Based upon the employee's medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the employee may have over the next six months (e.g., one episode every three months lasting one to two days):

Frequency: \_\_\_\_\_ times per \_\_\_\_\_ week(s) \_\_\_\_\_ month(s)

Duration: \_\_\_\_\_ hours or \_\_\_\_\_ day(s) per episode

Additional Information — Identify the question number with your additional answer:

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\_\_\_\_\_  
Signature of Health Care Provider

\_\_\_\_\_  
Date

# Morrow County School District

Code: GCBDA/GDBDA-AR (3)(B)

Adopted: 8/10/09

Revised/Readopted: 6/12/17; 12/9/19 - RESCIND

## Certification of Health Care Provider Family Member's Serious Health Condition

To be completed by the district:

The Family Medical Leave Act (FMLA) provides that a district may require an employee seeking FMLA leave protections because of a need for leave to care for a covered family member with a serious health condition to submit a medical certification issued by the health care provider of the covered family member. Employees may not be asked to provide more information than allowed under the FMLA regulations. The district will maintain records and documents relating to medical certification, recertifications or medical histories of the employee's family members, created for FMLA purposes, as confidential medical records in separate files from personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

District Contact person: \_\_\_\_\_

Employee's job title: \_\_\_\_\_ Regular Work Schedule: \_\_\_\_\_

Employee's essential job functions: \_\_\_\_\_

Check if job description is attached:

Return this completed form on \_\_\_\_\_ (date)(must be at least 15 days after employee is notified of this requirement).

To be completed by the employee:

Complete the information below before giving this form to your family member or his/her medical provider. The return of this form is required to obtain or retain the benefit for FMLA protections. Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA request.

Employee's name: \_\_\_\_\_  
First Middle Last

Relationship and name of family member for whom employee will provide care: \_\_\_\_\_  
Relationship

First Middle Last

If the family member is your child, please provide his/her date of birth \_\_\_\_\_

Describe the care you will provide to your family member and estimate the leave needed to provide such care:



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2. ~~Is the medical condition pregnancy?~~  No  Yes

~~If yes, expected delivery date:~~ \_\_\_\_\_

3. ~~Describe other relevant medical facts, if any, related to the condition for which the employee seeks leave (such medical facts may include symptoms, diagnosis or any regimen of continuing treatment such as the use of specialized equipment):~~

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**Amount of leave needed**

When answering these questions, keep in mind that your patient's need for care from the employee seeking leave may include assistance with basic medical, hygienic, nutritional, safety or transportation needs or the provision of physical or psychological care:

1. ~~Will the patient be incapacitated for a single continuous period of time, including any time for treatment and recovery?~~  No  Yes

~~If yes, estimate the beginning and ending dates for the period of incapacity:~~ \_\_\_\_\_

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~~During this time, will the patient need care?~~  No  Yes

~~Explain the care needed by the patient and why such care is medically necessary:~~

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2. ~~Will the patient require follow up treatments, including any time for recovery?~~  No  Yes

~~Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period:~~ \_\_\_\_\_

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~~Explain the care needed by the patient, and why such care is medically necessary:~~ \_\_\_\_\_

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3. ~~Will the patient require care on an intermittent or reduced schedule basis, including any time for recovery?~~  No  Yes



# Morrow County School District

Code: GCBDA/GDBDA-AR (3)(C)  
Adopted: 8/10/09  
Revised/Readopted: 6/12/17; 12/9/19 - RESCIND

## Military Family Leave

(Certification of Qualifying Exigency for Military Family Leave)

### Section 1: To be completed by the district

The Family Medical Leave Act (FMLA) provides that a district may require an employee seeking FMLA leave due to a qualifying exigency to submit a certification. Employees may not be asked to provide more information than allowed under the FMLA regulations.

District Name and Address: \_\_\_\_\_

Superintendent or designee information: \_\_\_\_\_

### Section 2: To be completed by the employee

Complete the information below fully and completely. The FMLA permits the district to require that you submit a timely, complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency. Several questions in this section seek a response as to the frequency or duration of the qualifying exigency. Be as specific as you can; terms such as "lifetime," "unknown" or "indeterminate" may not be sufficient to determine FMLA coverage. Your response is required to obtain a benefit. While you are not required to provide this information, failure to do so may result in a denial of your request for FMLA leave. The district must give you at least 15 calendar days to return this form to the district.

Employee's Name: \_\_\_\_\_  
First Middle Last

Name of covered military member on active duty or call to active duty status in support of a contingency operation: \_\_\_\_\_  
First Middle Last

Relationship of covered military member to you: \_\_\_\_\_

Period of covered military member's active duty: \_\_\_\_\_

A complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes written documentation confirming a covered military member's active duty or call to active duty status in support of a contingency operation. Please check one of the following and attach the indicated document to support that the military member is on the covered active duty or called to covered active duty status:

- A copy of the covered military member's active duty orders is attached.
- Other documentation from the military certifying that the covered military member is on active duty (or has been notified of an impending call to active duty).
- I have previously provided the district with sufficient written documentation confirming the covered military member's active duty or call to active duty status.

### Part A: Qualifying reason for leave

1. Describe the reason you are requesting FMLA leave due to a qualifying exigency (including the specific reason you are requesting leave):

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2. Describe the reason you are requesting OMFLA leave (include the specific reason below, either a) an impending call or order to active duty, or b) impending leave from deployment:

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3. A complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes any available written documentation which supports the need for leave; such documentation may include a copy of a meeting announcement for information briefings sponsored by the military, a document confirming the military member's Rest and Recuperation Leave; a document confirming an appointment with a third party, such as counselor, school official or staff at a care facility, or a copy of a bill for services for the handling of legal or financial affairs. Is available written documentation supporting this request for leave attached?  Yes  No  None available

**Part B: Amount of leave needed**

1. The approximate date the qualifying exigency or deployment commenced or will commence is: \_\_\_\_\_

\_\_\_\_\_ The probable duration of such exigency or deployment is: \_\_\_\_\_

2. Will you need to be absent from work for a single continuous period of time due to the qualifying exigency or deployment?  Yes  No

\_\_\_\_\_ If yes, estimate the beginning and ending dates for the period of absence \_\_\_\_\_

3. Will you need to be absent from work periodically to address this qualifying exigency or deployment?

\_\_\_\_\_  Yes  No

\_\_\_\_\_ If yes, estimate the schedule of leave, including the dates of any scheduled meetings or appointments:

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4. Estimate the frequency and duration of each appointment, meeting or leave event, including any travel time (i.e. One deployment related meeting every month lasting four hours):

Frequency: \_\_\_\_\_ times per \_\_\_\_\_ week(s) \_\_\_\_\_ month(s)

Duration: \_\_\_\_\_ hours or \_\_\_\_\_ day(s) per event

**Part C: Third party certification**

If leave is requested to meet with a third party (such as to arrange for childcare, to attend counseling, to attend meetings with school or childcare providers, to make financial or legal arrangements, to act as the covered military member's representative before a federal, state or local agency for purposes of obtaining, arranging or appealing military service benefits, or to attend any event sponsored by the military or military service organizations), a complete and sufficient certification includes the name, address and appropriate contact information of the individual or entity with whom you are meeting (i.e. either the telephone or fax number or email address of the individual or entity). This information may be used by the district to verify that the information contained on this form is accurate. **(FMLA only)**

Name of individual \_\_\_\_\_ Title \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_

Telephone ( ) \_\_\_\_\_ Fax ( ) \_\_\_\_\_

Email \_\_\_\_\_

Describe the nature of the meeting: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part D: Employee Signature**

I certify that the information I provided above is true and correct. (For OMFLA leave purposes, notice must be given by the employee within five business days of receiving an official notice.)

\_\_\_\_\_  
Signature of Employee \_\_\_\_\_ Date \_\_\_\_\_

# Morrow County School District

Code: GCBDA/GDBDA-AR(3)(D)  
Adopted: 8/10/09  
Revised/Readopted: 6/12/17; 12/9/19 - RESCIND

## Military Family Leave

(Certification for Serious Injury or Illness of Covered Servicemember for Military Family Leave)

### Notice and instructions to the district:

The Family Medical Leave Act (FMLA) provides that a district may require an employee seeking FMLA leave due to a serious injury or illness of a covered servicemember to submit a certification providing sufficient facts to support the request for leave. Employees may not be asked to provide more information than allowed under the FMLA regulations 29 C.F.R. § 825.310. The district will maintain records and documents relating to medical certification, recertifications or medical histories of employees or employees' family member, created for FMLA purposes, as confidential medical records in separate files from personnel files and in accordance with 29 C.F.R. § 1630.14(e)(1), if the Americans with Disabilities Act applies.

### Section 1

#### Part A: Employee information

Complete the employee and covered servicemember information below before giving this form to your family member or his/her medical provider.

\_\_\_\_\_  
District name and address

\_\_\_\_\_  
Name of employee requesting leave to care for covered servicemember:

\_\_\_\_\_  
First Middle Last

\_\_\_\_\_  
Name of covered servicemember for whom employee is requesting leave to care:

\_\_\_\_\_  
First Middle Last

\_\_\_\_\_  
Relationship of employee to covered servicemember requesting leave to care for:

Spouse  Parent  Child  Next of kin

#### Part B: Covered servicemember information

1. Is the covered servicemember a current member of the regular armed forces, the National Guard or Reserves, or a veteran?  Yes  No

If a current service member, please provide the covered servicemember's military branch, rank and unit currently assigned to:  
\_\_\_\_\_  
\_\_\_\_\_

If a qualifying veteran, when was the date of the discharge? \_\_\_\_\_

Is the covered servicemember assigned to a military medical treatment facility as an outpatient or to a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients (such as medical hold or warrior transition unit)?

Yes  No

If yes, provide the name of the medical facility or unit:

\_\_\_\_\_

2. Is the covered servicemember on the Temporary Disability Retired List (TDRL)?

Yes  No

**Part C: Care to be provided to the covered servicemember**

Describe the care to be provided to the covered servicemember and an estimate of the leave needed to provide the care: \_\_\_\_\_

\_\_\_\_\_

**Section 2:**

~~To be completed by United States Department of Defense (DOD) health care provider or a health care provider who is either: (1) A United States Department of Veterans Affairs (VA) health care provider; (2) A DOD TRICARE network authorized private health care provider; or (3) A DOD non-network TRICARE authorized private health care provider; or (4) a health care provider as defined in 29 C.F.R. § 825.125.~~

If you are unable to make certain of the military related determinations contained below in Part B, you are permitted to rely upon determinations from an authorized DOD representative (such as a DOD recovery care coordinator). Please ensure that Section 1 above has been completed before completing this section. Please be sure to sign the form on the last page.

**Part A: Health care provider information**

Health care provider's name and business address:

\_\_\_\_\_

\_\_\_\_\_

Type of practice/Medical speciality: \_\_\_\_\_

Please state whether you are either: (1) DD health care provider; (2) A VA health care provider; (3) A DOD TRICARE network authorized private health care provider; (4) A DOD non-network TRICARE authorized private care provider; or (5) a health care provider as defined in 29 C.F.R. § 825.125 \_\_\_\_\_

\_\_\_\_\_

Telephone ( ) \_\_\_\_\_ Fax ( ) \_\_\_\_\_ Email \_\_\_\_\_

**Part B: Medical status**

1. ~~Covered servicemember's medical condition is classified as (check one of the appropriate boxes):~~

- ~~(VSI) Very Seriously Ill/Injured — Illness/Injury is of such a severity that life is imminently endangered.. Family members are requested at the bedside immediately. (Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers.)~~
- ~~(SI) Seriously Ill/Injured — Illness/Injury is of such severity that there is cause for immediate concern, but there is no imminent danger to life. Family members are requested at bedside. (Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers.)~~
- ~~Other Ill/Injured — A serious injury or illness that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank or rating.~~
- ~~None of the above. (Note to employee: If this box is checked, you may still be eligible to take leave to care for a covered family member with a "serious health condition". If such leave is requested, you may be required to complete the form *Certification of Health Care Provider for Family Member's Serious Health Condition*.)~~

2. ~~Was the condition for which the covered service member is being treated incurred in line of duty on active duty in the Armed Forces?  Yes  No~~

3. ~~Appropriate date condition commenced: \_\_\_\_\_~~

4. ~~Probable duration of condition and/or need for care: \_\_\_\_\_~~

5. ~~Is the covered servicemember undergoing medical treatment, recuperation or therapy?~~

Yes  No

~~If yes, please describe medical treatment, recuperation or therapy:~~

\_\_\_\_\_  
\_\_\_\_\_

**Part C: ~~Covered servicemember's need for care by family member~~**

1. ~~Will the covered servicemember need care for a single continuous period of time, including any time for treatment and recovery?  Yes  No~~

~~If yes, estimate the beginning and ending dates for this period of time \_\_\_\_\_~~

2. ~~Will the covered servicemember require periodic follow up treatment appointments?  Yes  No~~

~~If yes, estimate the treatment schedule: \_\_\_\_\_~~

3. ~~Is there a medical necessity for the servicemember to have periodic care for these follow up treatment appointment?  Yes  No~~

4. ~~Is there a medical necessity for the covered servicemember to have periodic care for other than scheduled follow up treatment appointments (e.g. episodic flare ups of medical conditions)?~~

Yes  No

~~If yes, estimate the frequency and duration of the periodic care.~~

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of health care provider

\_\_\_\_\_  
Date

# Morrow County School District

Code: **GCBDA/GDBDA-AR(4)**  
Revised/Readopted: 8/10/09; 11/12/13; 9/14/15;  
11/09/15; 6/12/17; 12/9/19 -  
RESCIND

## FMLA/OFLA Eligibility Notice to Employee

Date \_\_\_\_\_

TO: \_\_\_\_\_  
\_\_\_\_\_ (Employee's name)

FROM: \_\_\_\_\_  
\_\_\_\_\_ (Name of appropriate employer representative)

SUBJECT: Request for FMLA and/or OFLA Leave

On \_\_\_\_\_ (date) you notified us of your need to take family/medical leave due to:

1. \_\_\_\_\_ The birth of your child, or the placement of a child with you for adoption or foster care;
2. \_\_\_\_\_ A serious health condition that makes you unable to perform the essential functions of your job;
3. \_\_\_\_\_ A serious health condition of your  spouse<sup>1</sup>,  child (including the biological, grandchild, adopted or foster child or stepchild of an employee or a child with whom the employee is or was in a relationship of "in loco parentis"),  parent (biological parent of an employee or an individual who stood "in loco parentis" to an employee when the employee was a child),  grandparent (OFLA leave only),  parent-in-law or the parent of an employee's registered domestic partner (OFLA leave only),  custodial parent,  noncustodial parent,  adoptive parent,  foster parent for which you are needed to provide care;
4. \_\_\_\_\_ An illness or injury to your child which requires home care but is not a serious health condition (OFLA leave only);
5. \_\_\_\_\_ A qualifying exigency arising from a spouse, child or parent in the Armed Forces on covered active duty, or in the National Guard or Reserves on covered active duty;
6. \_\_\_\_\_ Your spouse has been notified of an impending call to active duty, has been ordered to active duty, or has been deployed or on leave from deployment;
7. \_\_\_\_\_ A serious illness or injury, incurred in the line of duty, of a covered service member who is your spouse, child, parent or next of kin;

<sup>1</sup>"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.

8. \_\_\_\_\_ For the death of a family member (OFLA only).

You notified us that you need this leave beginning on \_\_\_\_\_ (date) and that you expect leave to continue until on or about \_\_\_\_\_ (date). The FMLA requires that you notify the District as soon as possible if dates of scheduled leave changes or are extended, or were initially unknown.

Except as explained below, you have a right under the FMLA and/or OFLA for up to 12 workweeks of unpaid leave in a 12-month period for the reasons listed above<sup>2</sup>. The district will use a “rolling” 12-month period measured backward from the date the employee uses any family medical leave. FMLA leave and OFLA leave generally run concurrently. In order to care for an injured service member, you are entitled to up to 26 weeks of leave in a single 12-month period.

Also, your health benefits under FMLA must be maintained during any period of unpaid leave under the same conditions as if you continued to work, including you continuing to pay the same portion of the premiums you currently pay. You will be reinstated to the same position or in some cases, under state or federal law, to an equivalent position. The District is not required to maintain benefits if you only qualify for OFLA leave unless provided otherwise by Board policy or a collective bargaining agreement; all such benefits will be restored in full upon your return to the District.

If you do not return to work following FMLA and/or OFLA leave for a reason other than: (1) the continuation, recurrence or onset of a serious health condition which would entitle you to FMLA and/or OFLA; or (2) other circumstances beyond your control, you may be required to reimburse the District for health insurance premiums paid on your behalf during your FMLA and/or OFLA leave.

This is to inform you that (*check appropriate boxes, explain where indicated*):

1. You are  eligible  not eligible for leave under  FMLA  OFLA  both FMLA and OFLA.
2. The requested leave may be counted against your annual  FMLA leave entitlement  OFLA leave entitlement  FMLA and OFLA leave credentials.
3. You  will  will not be required to furnish a medical certification of a serious health condition. If required, you must furnish the certification by \_\_\_\_\_ (date) (must be at least 15 days after is notified of this requirement).
4. You may elect to substitute accrued paid leave for unpaid FMLA leave. We  will  will not require that you substitute accrued paid leave for unpaid FMLA and/or OFLA leave. If paid leave will be used the following conditions will apply: (*Explain*)
- 5a. If you normally pay a portion of the premiums for your health insurance, these payments will continue during the period of FMLA and/or OFLA leave. Arrangements for payment have been discussed with you and it is agreed that you will make premium payments as follows: (*Set forth*

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<sup>2</sup>Oregon Military Family Leave Act allows for 14 days of leave per deployment.

*dates, e.g., the 10th of each month, or pay periods, etc. that specifically cover the agreement with the employee.)*

- 5b. ~~You have a minimum  30 day  Other: \_\_\_\_\_ (indicate longer period, if applicable) grace period in which to make premium payments. If payment is not timely made, your group health insurance may be cancelled. We will notify you in writing at least 15 days before the date that your health coverage will lapse. At our option, we may also pay your share of the premiums during your FMLA and/or OFLA leave as provided by Board policy and/or collective bargaining agreement, and recover these payments from you upon your return to work. We  will  will not pay your share of health insurance premiums while you are on FMLA and/or OFLA leave.~~
- 5c. ~~We  will  will not do the same with other benefits (e.g., life insurance, disability insurance, etc.) while you are on FMLA and/or OFLA leave. If we do pay your premiums for other benefits, when you return from leave you  will  will not be expected to reimburse us for the payments made on your behalf.~~
- 5d. ~~Except as noted above, in the event you do not return to work for the district after your FMLA and/or, OFLA leave and the district has paid your share of benefit premiums, you  will  will not be responsible for reimbursing the district the amount paid on your behalf, with the exceptions noted in C.F.R. 104 (c)(2)(B) of the FMLA.~~
6.  ~~You will be required to present a fitness for duty certification prior to being restored to employment following leave for your own serious health condition. If such certification is required but not received, your return to work may be delayed until the certification is provided. A list of essential functions for your position is attached. The fitness for duty certification must address your ability to perform these functions.~~
- ~~You will not be required to present a fitness for duty certification prior to being restored to employment following leave for your own serious health condition.~~
- 7a. ~~You  are  are not a “key employee” as described in C.F.R. 825.218 of the FMLA regulations. If you are a “key employee,” reinstatement to employment may be denied following FMLA leave on the grounds that such restoration will cause substantial and grievous economic injury to us. (FMLA leave only.)~~
- 7b. ~~We  have  have not determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to the District. (FMLA leave only.) (Explain (a) and/or (b) below.)~~
8. ~~While on FMLA and/or OFLA leave, you  will  will not be required to furnish us with periodic reports every \_\_\_\_\_ (indicate interval of periodic reports, as appropriate for the particular leave situation) of your status and intent to return to work. If the circumstances of your leave change and you are able to return to work earlier than the date indicated on this form, you  will  will not be required to notify us at least two workdays prior to the date you intend to report for work.~~

9. ~~You  will  will not be required to furnish recertification relating to a serious health condition. (FMLA leave only.) (Explain below, if necessary, including the interval between certifications as prescribed in C.F.R. § 825.308 of the FMLA regulations.)~~
10. ~~You are notified that all leave taken for the purposes of the death of a family member, counts toward the total period of authorized family leave.~~

# Morrow County School District

Code: GCBDA/GDBDA-AR(5)  
Revised/Reviewed: 8/10/09; 6/12/17; 12/9/19 -  
RESCIND

## **Sample Designation Letter to Employee - FMLA/OFLA Leave**

*The following is a sample cover letter to an employee notifying the employee that the employer is treating a request for leave as a request for FMLA and/or OFLA leave (either paid or unpaid) that will reduce the employee's FMLA and/or OFLA leave entitlement. This letter, along with the Designation Notice form GCBDA/GDBDA AR(6), the FMLA/OFLA Eligibility Notice Form GCBDA/BDBDA AR(4), should be mailed to the employee within five working days after receiving enough information to determine whether the leave qualifies under FMLA or OFLA.*

Dear Employee:

On \_\_\_\_\_ (date) you advised the district that you were requesting a leave that may qualify for protected time under the Family and Medical Leave Act (FMLA) and/or the Oregon Family Leave Act (OFLA). Under our policy, a leave of absence that qualifies for family and medical leave under federal law (FMLA), may run concurrently with other types of leave such as sick leave, vacation leave, short term disability leave, OFLA and leave for a workers' compensation injury or illness. A leave of absence that qualifies for family and medical leave under state law (OFLA) may run concurrently with other types of leave such as sick leave, vacation leave, short term disability leave, but cannot run concurrently with a leave for a workers' compensation injury or illness (unless you refuse a light-duty assignment).

**IF APPROVED:** We have determined the purpose of your requested leave qualifies as family or medical leave under state and/or federal law. Accordingly, this letter is to notify you that the leave will be counted against your annual family and medical leave entitlement. Also attached is a form titled Designation Notice which contains other information for you regarding federal and state family medical leave rights, including an estimate of time that will count toward your protected time.

**IF NOT APPROVED:** We have determined the purpose of your requested leave does NOT qualify as family or medical leave under state and/or federal law. You may be entitled to other leave time, under Board policy or the collective bargaining agreement, however the protections of FMLA/OFLA will not be observed for this leave.

If you have any questions regarding your leave, now or at any time during your leave, please contact, Human Resources as soon as possible.

Sincerely,

{Superintendent}

Enclosure (FMLA and/or OFLA Designation Notice form)

# Morrow County School District

Code: GCBDA/GDBDA-AR(6)

Adopted: 8/10/09

Revised/Readopted: 6/12/17; 12/9/19 - RESCIND

## ~~Designation Notice – FMLA/OFLA~~

~~Leave covered under the Family and Medical Leave Act (FMLA) and/or Oregon Family Leave Act (OFLA) must be designated as FMLA and/or OFLA protected and the district must inform the employee of the amount of leave that will be counted against the employee's FMLA and/or OFLA leave entitlement.~~

~~In order to determine whether leave is covered under the FMLA and/or OFLA, the district may request that the leave be supported by a physician's certification. If the certification is incomplete or insufficient, the district will state in writing what additional information is necessary to make the certification complete and sufficient.~~

~~Employee Name: \_\_\_\_\_ Date: \_\_\_\_\_~~

~~We have reviewed your request for leave under the FMLA and/or OFLA and any supporting documentation that you have provided. We received your most recent information on: \_\_\_\_\_ Please be advised:~~

- ~~Your request is approved for FMLA. All leave taken for this reason will be designated as FMLA leave.~~
- ~~Your request is approved for FMLA and OFLA. This designation of leave will run concurrently.~~
- ~~Your request is approved for OFLA. All leave taken for this reason will be designated as OFLA leave.~~

~~The FMLA and/or OFLA requires that you notify us as soon as practicable if dates of scheduled leave change or are extended, or were initially unknown. Based on the information you have provided to date, we are providing the following information about the amount of time that will be counted against your entitlement:~~

- ~~Provided there is no deviation from your anticipated leave schedule, the following number of hours, days or weeks will be counted against your leave entitlement: \_\_\_\_\_~~
- ~~Because the leave you requested will be rescheduled, it is not possible to provide the hours, days or weeks that will be counted against your FMLA and/or OFLA entitlement at this time. You have the right to request this information once in a 30-day period (if leave was taken in the 30-day period).~~

Please be advised (check if applicable):

- ~~You have requested to use paid leave during your FMLA and/or OFLA leave. Any paid leave taken for this reason will count against your FMLA and/or OFLA leave entitlement.~~
- ~~We are requiring you to substitute or use paid leave during your FMLA and/or OFLA leave.~~
- ~~You will be required to present a fitness for duty certification to be reinstated to your position. If such certification is not timely received, your return to work may be delayed until certification is provided. The Fitness for Duty Certification form is attached, please have your medical provider complete this form prior to the termination of your leave. A list of the essential functions of your position  is  is not attached. If attached, the fitness for duty certification must address your ability to perform these functions:~~

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- 
- ~~Additional information is needed to determine if your FMLA and/or OFLA leave request can be approved.~~

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- ~~The certification you have provided is incomplete and insufficient to determine whether the FMLA and/or OFLA applies to your leave procedures. You must provide the following information no later than \_\_\_\_\_ (date) (at least 15 calendar days), unless it is not practicable under the particular circumstances despite your diligent good faith efforts, or your leave may be denied. The information needed to make the certification complete and sufficient is<sup>1</sup>:~~

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- ~~We are exercising our right to have you obtain a second or third opinion medical certification at our expense, and we will provide further details at a later time.~~

\*\*\*\*\*

- ~~Your FMLA leave request is NOT APPROVED.~~
- ~~The FMLA does not apply to your leave request.~~
- ~~You have exhausted your FMLA leave entitlement in the applicable 12-month period. (Note: Federal Military Family Leave is on a separate 12-month period.)~~
- ~~Your OFLA leave request is NOT APPROVED.~~

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<sup>1</sup>If you fail to provide a complete and sufficient certification by the due date, we may (a) delay the commencement of your leave; or (b) withdraw any designation of FMLA leave, in which case your leave of absence may be unauthorized and subject to discipline, up to and including termination.

~~The OFLA does not apply to your leave request.~~

~~You have exhausted your OFLA leave entitlement in the applicable 12-month period.~~



## MORROW COUNTY SCHOOL DISTRICT BOND TIMELINE

DATE	DESCRIPTION	NOTES
12/11/2017	Board Intro to Bond	
2/9/2018	OSBA-Bonds & Ballots Training	
3/12/2018	Board Meeting-Tremco Roofing	
5/1/2018	DLR Meeting with District Staff	
<b>2018 – 2019 School Year</b>		
9/19/2018	School Board Vision Workshop	
1/15/2019	Submit TAP Application	Completed by Erika Patton
5/28-29/2019	Admin Personnel Interviews (DLR)	Based on Bond Target set by the Board
TBD	Board Visits MCSD Buildings	Friday for School Board
5/2019	DLR Created Staff Questionnaires	Based on Bond Target set by the Board
6/10/2019	Create Advisory Groups	Direction from the Board
<b>2019 – 2020 School Year</b>		
TBD	New School Construction Visitations	Based on Bond Target set by the Board
9/9/2019	DLR Meeting with Board	Vision for Workshops
10/9/2019	Advisory Workshop #1 by DLR	Riverside JS High hosted by Mary/Marcie
11/6/2019	Advisory Workshop #2 by DLR	Heppner JS High hosted by Brian/Barney/Mary
1/8/2020	Advisory Workshop #3 by DLR	AC Houghton Elementary hosted by Richard/Marcie/Brian
2/12/2020	Advisory Workshop #4 by DLR	Sam Boardman Elementary hosted by Mary
3/11/2020	Advisory Workshop #5 by DLR	Heppner Elementary hosted by Barney/Andy/Becky
4/13/2020	Present Draft to Board	Irrigon Elementary - April Board Meeting
5/2020	Community Listening Sessions	Hosted in Each Community by DLR Group
<b>2020 – 2021 School Year</b>		
8/1/2020	Community Survey	
9/1/2020	Submit LRFP Report to ODE	To be completed by Kat Holcomb
9/9/2020	Advisory Workshop #6 by DLR	Irrigon JS High hosted by all Board Members
9/15/2020	Submit OSCIM Application	To be completed by Kat Holcomb
10/2020	DLR to Present Final to Board	October Board Meeting
1/11/2021	Community Presentations	
1/25/2021	Community Presentations	
2/8/2021	Community Presentations	
2/22/2021	Community Presentations	
3/8/2021	Community Presentations	
3/22/2021	Community Presentations	
4/5/2021	Community Presentations	
4/19/2021	Community Presentations	
5/2021	Bond Vote	

## **Administration Reports**

### **December 2019**

#### **Sam Boardman Elementary**

As a district Morrow County has the goal of displaying “academic achievement growth proportionate or above their Oregon peers using a variety of measures. Students are expected to grow academically a minimum of one year at every grade level, in preparation for graduation”.

In order to meet these expectations Sam Boardman began the year with a focus on attendance, supporting teachers through professional development, utilizing student data with a focus on growth, creating a clear scope and sequence instructional plan and establish a positive work environment which enables progress for students and staff.

Our attendance focus, “every day matters” continues to grow and our community is seeing visible signage and having discussions in this regard. A huge push over the past few months has been in the training and implementation of our reading passage program. This system is being implemented K-3 as a whole group approach. The principle behind the instruction is to allow grade level access to all students, regardless of their ability. Students will have grade level discussion about a variety of subjects and vocabulary. A full implementation will begin following the winter break. The final focus areas of data and planning continue to be developed. As a staff we have continual discussions and make modifications and adjustments as needed. Going into this year I knew that the full process was going to take time, but I am very excited for the tools and techniques that will be easily accessible for our students.

One good news that I would like to share is that of our Beyond the Bell Friday School program. The ESD created an article and shared throughout our region. The East Oregonian picked up the press release and requested a meeting with me. My hope is their staff will visit Windy River to see the program in action and report on the happenings of the students. It was very exciting to hear from the paper and the interest they had in this regard.

#### **Windy River Elementary**

Strategic goal 1: “Students at all grade levels will show academic achievement growth proportionate or above their peers at all levels using a variety of measures. Students will have the required skills to meet essential skills by grade level in preparation for graduation.”

Since the start of the 2019-2020 school year Windy River’s focus has been on student growth and attendance. In order to achieve our goals in these areas, we have planned professional development for our teachers and classified staff. This support has come in the form of training, collaboration time to prepare for academic implementations, a book study, and school site visits. We have also implemented and continued to use the scope and sequence at each grade level in reading math. Teachers are using iReady in an effort to track student growth and better support students. Our data team meetings in each grade level will produce better conversations about students, their needs, and the supporting data.

Teachers have been busy receiving training, planning, preparing, and implementing the reading passage program. We are seeing teachers continuing to grow in an effort to best support their students. As a staff we have continued to learn about this program. This has included efforts at each grade level in training and working together. Teachers have also started to visit other schools and each other's classrooms in an effort to reflect, learn, and grow. Our instructional coach has been busy working with teachers. She collaborates daily with classroom teachers and participates in data team meetings. She also provides teachers with valuable insight and strategies.

### **Riverside Jr/Sr High School**

The Riverside Jr/Sr High School state report card came out in October and it shows that Riverside is above state average in every category except College Going. One main focus last year was our regular attenders, and we were able to improve 5% in that area and finished with 81% of students being considered a regular attender. We were excited to see that we had 90% of our freshman on track for graduation as well, this means they had 6 or more credits at the end of the year. The largest increase was the 93% On Time Graduation, which went up 7% from the year prior. The continued growth in these numbers comes from wrap around services, school staff and families all working together to support students.

The only area Riverside is below state average in was College Going at 37%. This is for students who enroll in two- or four- year colleges within one year of completing high school. The 37% is an increase from the year prior. It is important to point out that the last two graduating classes from Riverside had 13 students who graduated with their AAOT (Associate of Arts Oregon Transfer) degrees from Blue Mountain Community College the same year they graduated from high school. In addition, the two graduating classes have a combined 2,350 college credits earned during high school.

Positive at RHS:

Our Leadership/Broadcast Journalist class has been interviewing new staff and writing a short bio to introduce them to the community. These have been posted on our website and the school Facebook page. Visit these links to check out the work of these students, and see two of our new staff members:

Mrs. Boor <https://rhs.morrow.k12.or.us/article/new-faces-morrow-county-schools>

Ms. Mittelsdorf <https://rhs.morrow.k12.or.us/article/new-faces-morrow-county-schools-ms-mittelsdorf>

### **A.C. Houghton Elementary**

At ACH we are working continually to succeed in academic achievement growth. At ACH, we are excited to announce our outstanding progress from last year's OSAS testing, our math scores went from 28% to 48% proficient and ELA scores, 42% to 45% proficient. This year, our 3<sup>rd</sup> grade teachers have visited Echo, and Rocky Heights for PD/observations with a focus on passages and item writing. The third-grade team at ACH, along with our special ed and title teacher have attended PD around passages and item writing at IES since September. We are working hard with these PD opportunities to help our students achieve great success with all their academics.

At first assembly in November, we had 56 perfect attendance winners. Each student received a pass to Boardman Pool and Rec center. We received these through a grant focusing on attendance!



We are looking forward to our Winter concert on Dec. 12<sup>th</sup>. The students have been practicing hard and can't wait to perform for their families. Wishing you all Happy Holidays!

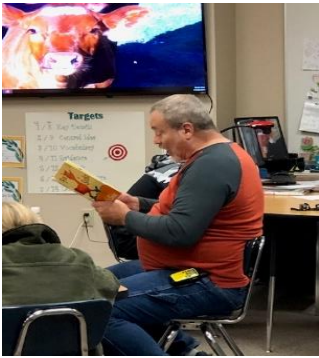
### **Irrigon Elementary School**

During the past month Irrigon Elementary has been hard at work, ensuring all students receive a well-balanced pathway to academic success. Our teachers have been providing three layers of instruction in math and reading in order to capitalize on student success in the individual areas they need. We received our state report card and celebrated student success with students and families during conferences. Finally, we ended the month with our annual reading day with special guests from the community. These are some of the great ways IES supports students in helping them achieve academic growth.

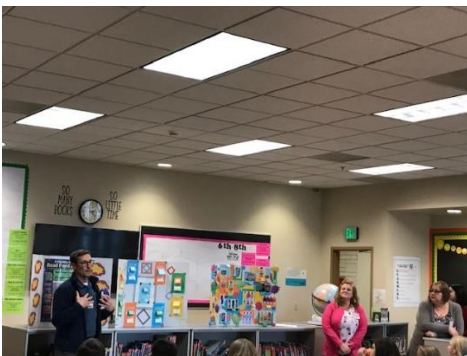
The teachers at Irrigon Elementary School provide three layers of instruction in both math and reading for all of our students. The first layer--core instruction is provided in the classroom; our teachers scaffold the lessons in order to provide comprehensible lessons that all students can access. The second layer--skills instruction is provided by a classroom teacher, special education teacher, or title teacher. This instruction is differentiated to meet the needs of all the students and is aligned to the core targets and skills that the classroom teachers are focusing on. The third layer--individualized instruction takes place on the computer and classroom teachers conference with students to ensure they are receiving adequate support, encouragement, and motivation to succeed. In order to effectively sustain the three layers of instruction, the grade-level teachers work collaboratively with the special education and title teachers as well as the instructional coach and administration. This is one of the great steps Irrigon Elementary School has taken to ensure academic achievement for all students.

We received our State Report Card from the Oregon Department of Education just in time for fall parent/teacher conferences. We celebrated our great success in math and reading, our scores increased by 25% and 19%, respectively over the past two years. We took the time to celebrate the students' success during conferences with their families. Additionally, students shared writing work samples and the great learning in science and social studies. Parent/teacher conferences are always a great opportunity to make intentional connections with students and their families.

Irrigon Elementary School ended the month with our annual reading day. This was a great opportunity for students to take their learning to each classroom and participate in different learning activities with each of the teachers, regardless of their grade. Each classroom circulated around the school and participated in learning activities such as a fun reading passage about Candy Corn, vocabulary word work, and reading with special guests from our community such as Sergeant Siex from Morrow County Sherriff's Office, Mrs. Kathy Street from the Oregon Trail Library, and school board member Richard Cole. This was a fun day for the students as they had a great opportunity to experience their education in a nontraditional manner for the day.



The Irrigon Health Clinic came to our school and presented information about healthy eating and drinking habits to our 6<sup>th</sup> grade students. During this presentation the students had the opportunity to ask questions about healthy drinks and they were able to see how much sugar was in different beverages.



We strive to ensure our students receive a well-rounded education. We encourage, embrace, and support learning through the lens of our students. Our teachers and staff promote growth mindset and motivation so all of our students know their true potential and keep reaching for their next big learning moment.

### **Irrigon Jr/Sr High School**

December is here and winter has arrived with the first snow fall of the year. This month's focus is on our schools academic growth. In the recent statewide school report card, we maintained a level above state average in Regular Attenders, 9<sup>th</sup> grade On-Track to Graduate, On-Time Graduation, and Five-Year Completion Rate. Our focus last year was on increasing our students achievement and growth specifically in the area of mathematics. According to the School Accountability Detail sheet provided by ODE, we experienced 5% growth across all student groups in Math Achievement. Where we experienced our largest gains were in the category of Academic Growth, which measures their growth compared to students that performed at the same level the previous year. In this category we saw an average of 15% growth across all levels, with our Hispanic/Latino subgroup showing a growth rate of 20%. In continuing our efforts improve student learning, we have implemented the use of iReady diagnostic tracking of our 7<sup>th</sup> and 8<sup>th</sup> grade students. This will allow us

to identify our students strengths and weaknesses in reading and math. This will help our teachers support our students continually throughout the school year. Another exciting opportunity that we have for our teachers is the access to the Interim Assessments and Tools for the SBAC/OSAS assessments. These tools will allow our teachers and students to gain experience and practice assessments that are on the same platform as the state test, as well as provide our teachers with data in regards to student progress towards the assessed standards as well as the ability to review the students answers to identify mistakes and correct misconceptions.

We have had a busy last few weeks here at IJSHS. Our drama club performed their play “Oliver Twisted” Friday Nov. 22<sup>nd</sup> and Saturday Nov. 23<sup>rd</sup>. On Nov. 16<sup>th</sup> the combined chapters of the Morrow County FFA put on their annual dinner auction. Their goal was to raise over \$175,000 that evening. They succeeded in doing so raising over \$180,000! Our College Possible group lead a joint college tour with Riverside, Umatilla, and Mac Hi, attending schools in the Willamette Valley, and our Migrant Ed Program took students to EOU. The students took part in a full college class period including lecture, video, class discussion, group work and some students spoke to the whole class. All the students earned at least 12 elective Spanish credits (SPAN 101, 102, 103) and most earned the 12 SPAN 201, 202, 203 credits that count as core requirements for many 2 and 4-year degrees. Here is the article from IMESD in regards to the event.

#### Migrant Students Visit EOU & Earn College Credits



A group of 33 high school students from eastern Oregon school districts had the chance to visit Eastern Oregon University on November 13<sup>th</sup>, and earn some college credit at the same time! The CLEP Day at EOU was organized by the Migrant Education Program of the InterMountain Education Service District (IMESD). In addition to touring the campus and experiencing an actual college class, the students were able to take the CLEP test for Spanish. CLEP stands for College Level Examination Program, an exam that tests a person for college level knowledge of a particular subject; if a person passes the exam, they earn college credit as if they had actually taken the courses.

Kris Mulvihill and Brenda Flores, IMESD’s two Migrant Education Graduation Specialists, organized the event, along with Cristian Anguiano, Outreach Coordinator at EOU. Participating students were from McLoughlin High School (Milton-Freewater Unified School District), Riverside Jr/Sr High and Irrigon Jr/Sr High (Morrow County School District), Umatilla High School (Umatilla School District) and Hermiston High School (Hermiston School District).

According to Mulvihill, all the students who participated earned at least 12 college credits by taking the CLEP test that day and most earned 24 college credits. "This was a wonderful opportunity for our students to not only experience a college campus, but to get a step ahead on college credits before they even go to college," Mulvihill said. She said although the day was academically focused, there were a lot of smiles and laughs, too.

The high school winter sports season kicks off this week with both basketball and wrestling heading into competition. We are very excited that both boys and girls basketball for Riverside and Irrigon will now have a true district basketball tournament hosted at EOU Feb. 21<sup>st</sup> and 22<sup>nd</sup> for the top 4 teams in the league. A big thank you to the AD's for making that happen! Also, wanted to congratulate Makenna Collins on being selected to the 1<sup>st</sup> team All Eastern Oregon Volleyball by the East Oregonian!

### **Heppner Elementary**

Some of the good news for this month is that our fall conferences were held. Almost every student had a parent in attendance. Through the Parent Teacher Club sponsored book fair students were given the opportunity to purchase many current and exciting books. The PTC also sponsored books for the teachers with each teacher receiving \$100.00 credit to purchase books for their classrooms. Chess has started and the Lego robotics group is preparing to travel to Hood River this Saturday for their annual competition.

Here we are approaching the winter break already. At HES we have been busy with many learning opportunities. Student all completed their Fall assessments, those that were here, and we are preparing for the winter iReady tests to see how much we have accomplished so far. We look forward to those assessments to let us know how we are doing on our goal to have all students grow academically.

As we incorporate strong strategies for teaching and learning in classrooms we monitor the growth of our students in weekly data team meetings. One strategy that is a focus for HES is the item writing approach to Reading Passages. This Friday, December 6<sup>th</sup>, the HES teaching staff is engaged in training for this here in our building. Jessica Campbell, a teacher from Echo with really good test results, is coming to guide that process. Two staff members have been able to observe Jessica in her classroom and both brought back good reports from their experiences. Though we have not been fully introduced to these methods the staff has begun incorporating pieces into our classroom instruction.

Another focus at HES to help students grow academically has been the attendance campaign. At the beginning of the year many local businesses agreed to post "Every Day Matters" signs. Mr. Waite uses daily and cumulative reports to monitor the attendance of all students. In coordination with the CARE coordinator and counselor, parents and students are contacted regularly when attendance is at or below 90%. Monthly each student whose attendance is at this level or below gets a personal letter with the number of days missed and the current percentage. Those that are willing are given a postcard sized form for tracking the days missed by their student. There has been some positive response to this approach.

### **Heppner Jr/Sr High School**

It is a once again a privilege to report the recent happenings of Heppner Jr/Sr High School. It is hard to believe that the month of December is already upon us. Our current enrollment is 142 students and our overall attendance percentage so far is 94.8%. We will continue to promote the importance of regular attendance to the students and parents of HJSHS.

**Congratulations to the 2019 - 2A State Champion Heppner Mustangs Football Team for their 12-7 win against Kennedy in the State Championship game which capped off a perfect 13-0 record for the season!**

Here are a couple of important upcoming events for your calendars. The winter concert is scheduled for the 10<sup>th</sup> of December and will be held in the HES gymnasium. Winter break begins on December 19<sup>th</sup> with school resuming on January 6<sup>th</sup> of 2020.

For this month's report I will be once again highlighting MCSD Strategic Goal #1: *During the 2019-20 school year, all Morrow County School District students will demonstrate academic achievement growth proportionate to or above their Oregon peers using a variety of measures. Students are expected to grow academically a minimum of one year at every grade level, in preparation for graduation.*

At HJSHS we continually work to reach the goal that all students are not only successful from one grade level to the next, but that they also graduate on time with their class cohort. In pursuit of this goal we continue to utilize a lot of different supports to help our students succeed. Through our advisory and senior transitions classes, we are able to help students track and monitor their progress as they work through their high school careers at HJSHS. With this strategy we have maintained high "freshmen on track" to graduate percentages and high graduation rates during the past several years at HJSHS. Additionally, we hold "grade level" conferences with parents and students that focus on where students are as incoming seventh grades (or new students) and where they need to be by the end of their senior year in order to graduate. During the conferences we discuss supports that are offered at HJSHS such as; academic Friday opportunities, study skills/tutorial class options, parent/teacher meetings and credit recovery options to name a few. This conference format has allowed more meaningful conversations with students, parents and teachers as our students' progress from one grade level to the next. Focusing the conferences on the end result of graduation from high school has really made the conference process a more worthwhile use of our conference time.

For seniors at HJSHS, our senior transitions teacher (Mrs. Payne) meets daily with students and also helps monitor their grades and attendance. Seniors that are still needing to meet essential skills in reading, writing and math are provided opportunities to complete work samples or take the Work Keys test in addition to being assigned reading, writing and math lab class opportunities to help better prepare them. As always, we will continue to communicate with our HJSHS students and parents regarding student progress to help ensure they are successful from one grade level to the next and on track to graduate.

## **Management's Discussion and Analysis**

### **MCSD – Maintenance & Facilities Update – December 2019**

All District vehicles have been equipped with snow tires in preparation for inclement weather. During Winter Break, McKinstry will be installing vents inside eleven classroom units at Irrigon Jr Sr High. This will prolong the life of each unit and reduce the dust that they collect on the coils. Windy River will have vents installed in one of the office spaces as this room doesn't receive direct cooling or heating.

The MCSD Bond Advisory Committee will meet on January 8 at AC Houghton Elementary for their third meeting. There are six workshops over the next year and we have 53 members from all communities including parents, business owners, government, landowners, staff and board members. Our committee will focus on a plan to improve our buildings and learning environments for our students.

**Staff Incident/Accidents Report:**

Date	School	Incident
11/8/19	SBE	Sub slipped on a puddle of water in the bathroom. No medical attention required.
12/3/19	SBE	Ed Assistant slipped on the snow and fell on the playground. No medical attention required.

**Financial Report Talking Points:**

We will wait to do the supplemental budget until February or March, in order to have a more complete picture of what needs to be modified.

Last month the counties released the expected property tax collections for this year. Morrow County School District property taxes are projected to be \$8,804,460. This is \$1,129,460 greater than we budgeted. I will be contacting ODE to have them adjust the Basic School Fund for the increase in taxes, so that we won't have a large adjustment in May, 2021. The cash flow summary reflects the increase to Current Taxes and the decrease in future State School Fund receipts.

Mark Mulvihill, *Superintendent*

Kelly Bissinger, *Board Chair*

Joe McElligott, *Vice Chair*

Dale Bingham

Merle Comfort

Steve Muller

Ryan Neal

Verneda Wagner

## **IMESD District Board Talking Points December 2019**

We hope you are enjoying the holiday season. This is always a fun, student-centered time of the year, filled with winter concerts and celebrations.

Over the past several months, the implementation of the Student Success Act is becoming more understandable. To assist in communication, we created a one-page visual to assist in internal and external messaging.

We hope you and yours have a wonderful Christmas break!

# STUDENT SUCCESS ACT

Passed by the Oregon Legislature in 2019

## \$ Traditional Funding

**State School Fund**  
(ESD General Fund)

**\$9.0 Billion**  
(Biennium)



## \$ New Funding

**Student Investment Account (SIA)**

**\$475 Million**  
(Biennium)

Two Priorities:  
Student mental health and  
addressing disparities

*Allowable expenditures  
from this fund:*

- Increased instructional time
- Student health and safety
- Reduce class size
- Expand well-rounded learning experiences

IMESD receives \$1.1 million  
(biennium) to provide  
technical support & coaching  
to component districts



## \$ Fully Funded

**Measure 98  
(High School Success)**

**\$303 Million**  
(Biennium)

These funds focus primarily  
on 9-12 grade efforts:  
9th grade on track,  
graduation, CTE, etc.

**Not ESD,  
funding directly  
to districts**

## Oregon Trail Regional Educator Network (REN)

**\$1.1 Million**  
(Biennium to ESD)  
IMESD is the  
fiscal agent

ODE grant that includes  
all **21 districts** across  
four counties

*IMESD is the  
sponsoring organization  
for the Region J REN.  
The K-12 initiative will  
focus on:*

- Educator retention
- Educator diversity
- Mentoring/Coaching
- Educator preparation